



Brazosport ISD

Comprehensive Assessment Plan (CAP)

2011-2012





CAP Leadership Team

Campus Assessment Team:

Principal: _____

Extension: _____

CTC: _____

Extension: _____

SpEd: _____

Extension: _____

ELL: _____

Extension: _____

CTE: _____

Extension: _____

PEIMS: _____

Extension: _____

Technology: _____

Extension: _____

District Assessment Team:

Director of Assessment & Accountability: Charolet Black

Extension: 21203

English Language Learner Coordinator: Maria Benitez

Extension: 35213

Career & Technical Education Coordinator: Kathy Day

Extension: 11639

PEIMS Coordinator: Patty Wyatt

Extension: 10160

Special Education Facilitator: James Brodie

Extension: 25242

Technology Coordinator: Steve Coffman

Extension: 11537

Assessment Specialist: Cheryl Roberts

Extension: 13236

District Curriculum & Instruction Team:

Executive Director Curriculum & Instruction: Dr. Sandra McCoy-Jackson

Extension: 12762

Language Arts Facilitator: Kathleen Lindsey

Extension: 27229

Math Facilitator: Jennifer Coffman

Extension: 11135

Science Facilitator: Sheree Speir

Extension: 10107

Social Studies Facilitator: Jennifer Crutchfield

Extension: 11245



Table of Contents

Section 1: Overview	5
Rationale	5
Vision, Mission, Parameters, Beliefs, Goals	6
Development Process and Review	7
Purposes of Assessment	7
Methods of Assessment.....	7
Equity in Assessment.....	8
Guiding Principles of High Quality Assessment.....	8
Alternate Assessment.....	10
Section 2: District Roles and Responsibilities	14
District Performance	14
Development.....	14
Administration	16
Reporting	16
District Curriculum Based Assessment Measures	18
Additional Assessment Measures	19
State Assessment Instruments.....	20
Section 3: Campus Roles and Responsibilities.....	23
Campus Performance	24
Development	24
Administration	24
Reporting	25
AWARE Data Management.....	27
Section 4: Teacher Roles and Responsibilities	43
Classroom Performance	43
Development	44
Administration	44
Reporting	45
AWARE Data Management.....	46
Section 5: Resources	54
Grade Level Calendar & Guidelines.....	55
Glossary	78
Alphabet Soup	85
District Oath of Test Security and Confidentiality	89



Section 1: Overview

- ✓ Rationale
- ✓ Vision, Mission, Parameters, Beliefs, Goals
- ✓ Development Process and Review
- ✓ Purposes of Assessment
- ✓ Methods of Assessment
- ✓ Equity in Assessment

Rationale

The assessment of student progress is essential to our vision and mission. A *Comprehensive Assessment Plan* aligned to our established academic standards and core values is imperative to maintain our focus and guide our work. The objective of this plan is to provide a framework and guiding principles that will allow us to develop each level of the organization while building upon our shared belief that the work of our students and their teachers is the heart of our organization.

Assessment is an integral component of the learning process. Students require clearly defined standards against which they can self-assess and obtain feedback from others regarding their performance. Assessment, both formal and informal, is an essential piece of the teaching/learning process. It may involve formalized testing, but more often employs less formal, more frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student. Teachers need timely, specific information about student progress to guide their instructional decisions. To be actively involved as partners, parents require information so that they may support the efforts of their children. Our community expects to receive valid and reliable information about the quality of the educational programs that we provide and the school system requires information regarding program effectiveness.



Vision

Believing In Students Dreams

Mission

The mission of the Brazosport ISD Assessment Program is to ensure academic success for all students through assessments aligned with instruction based upon the district scope and sequence as determined by the Texas Essential Knowledge and Skills.

Parameters

- Assessment development will be based upon meeting the individual needs of ALL students.
- Assessments will be reviewed and changed annually to allow broader use of tests in reteaching and to ensure greater test security.
- Assessment results will be utilized to improve instruction.
- We will hold high expectations for ALL team members to administer the district assessment program as designed.

Beliefs

- All students can learn given appropriate time, instruction, and resources.
- Education is a partnership among parent, student, and school and all team members are accountable for student success.
- Every team member will administer the district assessment program with the highest level of integrity and ethical standards.
- High expectations promote improved measurable performance.
- We value and respect diversity and are committed to closing achievement gaps for all student groups.

Goals

- To meet or exceed a state rating of "Recognized" and meet the federal standard for Adequate Yearly Progress (AYP).
- To provide quality staff development focused on improving areas of need as measured by annual student performance data.
- To utilize assessment data to ensure continuous improvement both horizontally and vertically throughout the district.
- Assessment data will drive instruction and provide opportunities for educators to predict and review progress.



CAP Development & Review

During the 2009-2010 school year, Brazosport ISD District staff engaged in a process to establish a purpose for assessment, identify effective assessment methods and identify appropriate uses of the results of assessment. This process was part of an effort to develop a comprehensive assessment plan for all as a foundation for decisions about assessments that support moving beyond the view of assessment as a quantity of “correct” responses to include a valuing of the qualities of understanding represented by the learner.

The Brazosport ISD Comprehensive Assessment Plan is subject to regular review and suggestions for revision to ensure unbiased educational benefits for all students. Assessment systems must evolve and adapt to changing conditions, requirements and increased knowledge about students, learning, and assessment. Periodic reviews, including a representation of all stakeholders in the education system, are the basis for making decisions to alter all or part of the assessment system focused on the support of learning.

Purposes of Assessment

Brazosport ISD has developed a comprehensive assessment plan upon the principle that the primary purpose of assessment is to support student learning. Assessment to enhance student learning must be integrated with, not separate from, curriculum and instruction. In such an assessment system, it is essential that the purpose of assessment begins with the needs of the learner and builds toward the needs of other stakeholders. Therefore; the Brazosport ISD Comprehensive Assessment Plan defines assessment as the on-going process of gathering, describing, and communicating information about student learning to guide instruction, promote student and teacher success and inform curriculum decisions.

This Assessment Plan incorporates multiple approaches, methods, and formats of assessments that provide results to stakeholders that are useful for multiple purposes. The results of these assessments are used to provide instructional feedback in the development of student improvement plans as well as monitor and communicate generalized student achievement to parents and other appropriate stakeholders. Further purposes of assessment include identifying learner strengths and diagnosing weaknesses, evaluating the effectiveness and relevance of curriculum and instructional practice as well as evaluating the effectiveness of educational programs and establishing goals for school improvement.

Methods of Assessment

The Brazosport ISD Comprehensive Assessment Plan establishes a multiple approach toward assessment that includes quantitative, qualitative, and diagnostic methods in support of student learning. Multiple approaches to assessment support learning as a part of effective



instruction connected to student experiences. Approaches toward and methods of assessment are aligned with the learning experiences of students, standards, and benchmarks of the instructional program and with the intended use of the results. The Assessment Plan supports the use of a variety of methods and formats including norm referenced tests, criterion-referenced tests, classroom-based performance tasks as well as formal and informal observational methods. Classroom-based assessment methods that are a balance of content and process currently used include a combination of portfolios, journals, observations, checklists, collections of work samples, final product, teacher-made tests and authentic performances to assess what students know and are able to do.

Equity in Assessment

In education, equity ensures equal opportunities to learn, to participate in challenging programs and to have equal access to services needed in order to benefit from educational experiences. Assessment systems ensuring equity include instruments, policies, practices and uses that are fair to all students and do not limit present and/or future opportunities. Equity in assessment systems allows for multiple methods to assess student progress and for multiple but equivalent ways for students to express knowledge and understanding that are unbiased and reflect a student's actual knowledge and capabilities.

Guiding Principles of High Quality Assessment

#1 The essential purpose of assessment is the improvement of student learning

The primary purpose of assessment is to inform and influence the work of teachers, students, parents and the community. The District places a premium on information that informs the day-to-day decisions of students, teachers and parents and lead to improved student learning. The assessments we use are tools to help create a complete picture of performance and achievement for each student.

If the essential purpose of assessment is the *improvement of student learning*, then it must be...

- Aligned to curriculum standards
- Meaningful to students, teachers and parents
- Fair
- Timely

#2 Assessment must provide a comprehensive picture of student achievement

A *Comprehensive Assessment Plan* must employ a variety of assessments and assessment strategies to provide evidence of student growth and achievement over time.



If assessments are to provide a *comprehensive* picture of student achievement, then they must...

- Provide students multiple opportunities
- Employ multiple formats
- Assess curriculum standards
- Employ multiple types

#3 Assessment must measure student growth over time

By focusing on student growth and gain over time, we can measure and report the impact of curriculum and instruction on student performance regardless of individual differences in starting points or levels of prior knowledge. A basic component of our evaluation system is the educational “value added” to individuals and student groups over time.

If assessments are to measure student *growth over time*, they must be...

- Consistent
- Constant
- Incremental
- Aligned to curriculum standards
- Reportable on a common scale

#4 Assessment must be valid and reliable

Assessments are useful only when they yield quality information. Teachers require valid and reliable district assessments against which they can compare the results of classroom assessments. Therefore, standards of quality must guide the selection of tests, scoring guides and the development of standardized District assessments. Alignment of district, site, and classroom assessments with academic standards is necessary to maximize student learning.

If assessments are to be valid and reliable, they must...

- Provide replicable results
- Address the academic standards
- Be administered appropriately
- Be validated over many administrations
- Be culturally unbiased

#5 Assessment data must be responsibly and efficiently collected and managed

We are committed to the ethical management, storage and use of data. Data collected concerning individual students, the community, and our schools and programs must only be used to advance our vision and mission.



If assessment data are to be responsibly and efficiently managed, they must...

- Be responded to (not ignored)
- Be shared confidentially
- Have clearly defined purposes that are communicated in advance
- Be integrated into classroom instruction

Alternate Assessment

Rationale

Texas espouses an inclusive state assessment program. Districts are accountable for the assessment of all students enrolled in the district, including those receiving Special Education, Gifted and Talented and English Language Learner services. A number of federal and state laws have been enacted that call for higher standards of learning for all students, accountability for student learning, and the development of better assessments to measure the progress made in improving education. This legislation establishes the foundation for the requirement that every student be accounted for in Texas's state assessment program and be included in each district's assessment plan.

Special Education Services

Section 504 of the Rehabilitation Act of 1973

This Act lays the foundation for including students with disabilities in state assessment by prohibiting their exclusion from and discrimination against in federally-assisted programs or activities. Given the potential benefits of including students with disabilities in state assessment, their exclusion clearly violates the intent of Section 504.

Title I of the Elementary and Secondary Education Act of 2002

(No Child Left Behind) requires the inclusion of all students with disabilities in the state assessment system. Title I further requires that the assessment results for all students (and students in specified subgroups, including students with disabilities) who have been enrolled in a school for a full academic year be used in calculating Adequate Yearly Progress (AYP) for the school, and that the assessment results of students who have been enrolled in a school site/district for a full academic year be used in calculating AYP for the district.

Individuals with Disabilities Education Act (IDEA)

This law provides federal funds to assist states and schools in making a free and appropriate education available to all students identified as having a disability. Under IDEA, states must ensure that all students with disabilities participate in state and district-wide assessment programs, if necessary with appropriate accommodations, or take an alternate assessment, and that the assessment results for all students with disabilities are publicly reported, regardless of length of enrollment. With regard to assessment programs, IDEA requires that:



- States establish goals and standards for the performance of students with disabilities that, to the maximum extent appropriate, are consistent with the goals and standards established for all children in the state;
- States establish performance indicators that can be used to assess student progress toward meeting those goals and standards;
- Children with disabilities be included in state and district-wide assessment programs with appropriate accommodations provided as necessary;
- States develop guidelines that allow children with disabilities who cannot participate in the regular assessment program to participate in an alternate assessment;
- States develop and conduct alternate assessments for students who cannot participate in the regular assessment program;
- States report to the public on the progress of students with disabilities with the same frequency and in the same detail as they report on the assessment of nondisabled students;
- The Individual Education Plans (IEPs) of all students with disabilities specify how the child will be assessed (regular or alternate assessment), the reasons for this decision, and the accommodations needed.

Gifted and Talented Services

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

The Brazosport Independent School District identifies and serves gifted students in grades K-12. Students in grades K-5 are identified on the basis of general intellectual ability and creative thinking while students in grades 6-12 are identified based upon specific academic aptitude, coupled with general intellectual ability and creative thinking. This program, SEARCH, endeavors to provide services and support for gifted students by Seeking Excellence through Ability, Responsibility, Creativity, and Honor.



Our philosophy of education for the gifted and talented is the philosophy of all education, namely, to help each student meet his/her potential. The Gifted and Talented Program shall act as a catalyst for differentiating regular programs and instruction to provide identified students with challenges that stimulate them to reach levels of achievement consistent with their abilities. Our approach to the education of Gifted and Talented students will be to offer a differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences in other settings that serve the student in lieu of regular classroom instruction.

Within BISD, assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. The district has developed written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

English Language Learner Services

English language learners within BISD come from a variety of language backgrounds, cultures, and educational settings. Some are born in the U.S. and educated here from kindergarten on, while others are immigrants who may be in any grade when they arrive in the U.S. Immigrant students come to the U.S. with varying knowledge of the English language. They also have widely differing educational backgrounds. Some immigrants have had excellent academic preparation; others have had limited prior school experience. The instructional programs that schools are required to provide to second language learners also vary. These differences make it essential for decisions concerning instruction and assessment to be made on an individual student basis.

Concerns have become increasingly pressing at the national and state level about the need to ensure that ELLs are included in academic achievement measures in an appropriate manner. Test scores have significant consequences for school districts and individual students. The



academic achievement of students weighs heavily in educational accountability systems, and test scores affect the ability of students to advance to the next grade, graduate from high school, and pursue postsecondary goals.

Test validity refers to the extent to which a test measures what it intends to measure. When ELLs take tests in English, the validity of inferences drawn from their test scores is affected when they miss test questions not because they do not know the content assessed but because they misunderstand the English used on the test. For ELLs, it is not always clear to what extent low scores on a subject-area test in English is the result of limited English proficiency versus insufficient content knowledge. Researchers and practitioners indicate that it may take a number of years for a student who does not know English initially to become proficient enough to use English effectively in academic situations.

Section 39.027 (e) of the Texas Education Code (TEC) requires the Texas Education Agency (TEA) to develop an assessment system that evaluates the academic progress, including reading proficiency in English, of English language learners (ELLs). In addition, Section 39.023 (m) of the TEC requires TEA to develop procedures for language proficiency assessment committees (LPACs) to follow to ensure that exempted ELLs are administered the state's assessments of academic skills at the earliest practical date.

The goals of BISD in working with ELL students include the following:

1. Establish a screening process that will identify all students whose predominant language is other than English.
2. Establish language assessment procedures in both oral and written native language & English that will identify and guide the placement, instructional program, and assessment of LEP students.
3. Achieve consistency throughout the district in:
 - a. placement of students into appropriate Bilingual/ESL classes
 - b. use of appropriate language development strategies
 - c. academic success for exited students
4. Ensure that campus administrative procedures are in compliance with the laws of the State of Texas rules of the State Board of Education.





Section 2:

District Roles & Responsibilities

- ✓ District Performance
- ✓ Test Development
- ✓ Test Administration
- ✓ Test Reporting
- ✓ State Assessment Overview

District Performance

The District is a complex composite of schools, programs and departments, each with its own unique activities that contribute to the organization's overall purpose. Student learning, our organization's reason for being, is affected by how effectively and efficiently the organization coordinates and aligns the activities of its schools and departments with its overall purpose.

At the District level, assessment systems...

- Maintain system-wide alignment with the academic standards.
- Help monitor the effectiveness of district-wide programs, curricula and materials.
- Provide a common reporting index for reporting student achievement.
- Compare student performance to other districts/states/nations.
- Assure equity for all students.

District Development

Everyone who participates in the development or implementation of assessment systems is responsible for helping to ensure that the instrument is of high quality. Good tests directly impact the strength of the overall assessment program. A well-planned assessment program will increase the probability that stakeholders will be able to engage in valid and accurate evaluation of student, teacher, campus, and district performance. When developing assessment instruments it is critical that each step of the process be undertaken in a purposeful and thorough manner on behalf of district Curriculum and Assessment staff including the following steps:

1. **Identify** the purpose of the assessment to inform the construction of the instrument.



2. **Develop** the test blueprint to outline the design of the instrument and provide the final document to teachers in advance of the opening of the testing window.
3. Ensure that there is a process in place to **collect** and **organize** an adequate bank of items keeping the following questions in mind:
 - a. Have teachers worked collaboratively with curriculum facilitators to purchase, create and review the items?
 - b. Are there sufficient numbers of items from each assessed student expectation to allow tests to be easily changed from year to year?
 - c. Do the items appear to assess the intended knowledge and skills at the appropriate difficulty level?
 - d. Will students clearly understand the instructions and the individual items?
 - e. Are any of the distracters confusing or too blatantly incorrect?
 - f. Will the responses of students from different racial, ethnic and gender groups as well as students that are limited English proficient or receiving special education services indicate that the assessment instrument is not biased against them?
 - g. Are the items accurate with appropriate grammar and a consistent style?
 - h. Are the graphics and charts included in the items of good printable quality?
4. **Assemble** the test including the items, booklet, instructions, and test key for general, modified, and advanced assessments.
 - a. Curriculum and Assessment staff will select a test generator that allows for the creation of quality tests in a user friendly manner.
 - b. Curriculum Facilitators, with guidance from content area Leadership Teams, will provide Curriculum support staff with test blueprints to be typed and placed into a common folder on the network.
 - c. Curriculum Facilitators, with guidance from content area Leadership Teams, will provide Curriculum support staff with items to be typed into the established item bank in preparation for building the tests.
 - d. Special Education and general education teachers will work in collaboration to assist with the creation of modified tests that will cover the same content as the general tests, however content and format will be modified to make the material more accessible.
 - e. Curriculum-Based Assessments (CBA's) will be generated from the item bank according to the established blueprints and a standard cover sheet will be included.
 - f. Answer Keys will be developed by curriculum support staff to accompany the CBA.
 - g. Content Facilitators and leadership team members will review and edit the test and answer key to ensure that it is student ready prior to the date that it is due in the Assessment Services office.
 - h. Assessment Services team members will review and edit the test to ensure that it is print ready according to established deadline dates.



5. **Prepare** the assessment for printing and distribution according to the established schedule.
 - a. Assessment Services support staff will generate the print order and provide the finalized test to printing services.
 - b. Printing Services will provide a proof of the test to Assessment Services for review prior to mass printing.

District Administration

1. Provide a standardized PowerPoint presentation to campuses for use in reviewing the guidelines of the Comprehensive Assessment Plan (CAP) with staff during teacher in-service prior to the start of school.
2. Ensure that the test is administered in accordance with established guidelines to ensure validity, reliability, and fairness of test results.
 - a. Benchmarks are given within the assigned window.
 - b. Teachers and students will not receive or view benchmarks prior to the day of testing.
 - c. Teachers will provide ARD/504/LPAC testing accommodations as determined by each committee.
 - d. Teachers maintain appropriate test security and confidentiality.
3. Provide appropriate STAAR resource materials for student use on select tests.
4. Evaluate the effectiveness of the assessment instrument through item analysis data to check for validity and fairness and make adjustments as necessary.
5. Allow teachers to review the test with students for 10 school days after it is administered.
6. Following the 10 day review period, teachers will return all tests to the campus testing coordinator and will not retain a file copy.
7. Allow principals to retain a copy of the test for one month after it is administered.
8. Campuses will not make copies in part or whole of any BISD Local Assessments or test keys. When the retention window has closed, cover sheets should be separated from the packet to protect the students' identity, and tests should be properly destroyed by campus personnel.

District Reporting

When reporting assessment results the goal is to use the data to create knowledge that will enable stakeholders to take appropriate actions.

Important considerations include asking:

- What do the results mean?
- What are the implications of what has been learned?
- What changes should be made based upon the information gained?



Curriculum staff should identify:

- The extent to which objectives have been met
- Strengths and weaknesses in individual content areas
- The learning status and needs of students
- Which portions of the curriculum are in most need of assistance

Grading:

The purpose of grading shall be to promote learning, achievement, and academic growth and not to serve as a punitive measure that evaluates student compliance. Grading practices used by teachers should be in writing and shared with students and parents.

1. Grading on Curriculum-Based Assessments and TAKS/STAAR Benchmarks will be consistent for each grade level or course.
 - a. Grade levels/courses in K-8 will follow a campus based policy. Teacher leaders will submit a draft of their guidelines to the campus principal for final approval prior to the administration of the CBA's and benchmarks.
 - b. High School courses will follow guidelines that are applied on a district wide basis. Teacher leaders from each campus will collaborate to draft CBA and benchmark guidelines that will be submitted to the High School principals for final approval prior to the administration of the tests.
2. Guidelines should address use of tests as daily or test grades and the re-teaching/re-testing of content including the potential impact on student grades.
3. Questions regarding the scoring of tests within the data management system should be directed to the Office of Curriculum and Instruction. Teachers should not omit items or provide answers in advance to students without prior instructions to do so. This data assists with program evaluation as stakeholders continue to improve the process.

Parent Notifications:

1. Students in 1st-4th grade will receive a letter with a report of student performance by objective, when available, for End of Year (EOY) assessments.
2. The District will ensure that data management software (AWARE) is accessible to teachers to print test specific results with objective data, when available, for the purpose of informing instruction.



At the District level, the *Comprehensive School Assessment Plan* includes the following measures:

Grade	Reading	ELA	Math	Science	Social Studies
Kinder	B/M/E Literacy Screener	Sentence Dictation	B/M/E Numeracy Screener	N/A	N/A
1st Grade	B/M/E <u>Literacy Screener</u> EOY CBA	N/A	B/M/E <u>Numeracy Screener</u> EOY CBA	N/A	N/A
2nd Grade	B/M/E <u>Literacy Screener</u> EOY CBA	EOY CBA	B/M/E <u>Numeracy Screener</u> EOY CBA	EOY CBA	N/A
3rd Grade	B/M/E Literacy Screener STAAR Benchmark	EOY CBA	B/M/E <u>Numeracy Screener</u> <u>Fall CBA</u> STAAR Benchmark	Fall/Spring CBA	EOY CBA
4th Grade	B/M/E <u>Literacy Screener</u> STAAR Benchmark	STAAR Benchmark	B/M/E <u>Numeracy Screener</u> <u>Fall CBA</u> STAAR Benchmark	Fall/Spring CBA	EOY CBA
5th Grade	<u>Fall CBA</u> STAAR Benchmark	N/A	<u>Fall CBA</u> STAAR Benchmark	<u>Fall CBA</u> STAAR Benchmark	Fall/Spring CBA
6th Grade	<u>Fall CBA</u> STAAR Benchmark	Fall/Spring CBA	<u>Fall CBA</u> STAAR Benchmark	Fall/Spring CBA	Fall/Spring CBA
7th Grade	<u>SRI (4)</u> <u>Fall CBA</u> STAAR Benchmark	STAAR Benchmark	<u>Fall CBA</u> STAAR Benchmark	Fall/Spring CBA	Fall/Spring CBA
8th Grade	<u>SRI (4)</u> STAAR Benchmark	Fall CBA	<u>Fall CBA</u> STAAR Benchmark	<u>Fall CBA</u> STAAR Benchmark	<u>Fall CBA</u> STAAR Benchmark
9th Grade EOC Where Required	SRI (3)	<u>STAAR Benchmark</u> Sem 1 CBA	<u>Sem 1 Core CBA</u> STAAR Benchmark	<u>Sem 1 Core CBA</u> STAAR Benchmark	<u>Sem 1 Core CBA</u> STAAR Benchmark
10th Grade EOC Where Available	N/A	<u>TAKS Benchmark</u> Sem 1 CBA	<u>Sem 1 Core CBA</u> TAKS Benchmark	<u>Sem 1 Core CBA</u> TAKS Benchmark	<u>Sem 1 Core CBA</u> TAKS Benchmark
11th Grade EOC Where Available	N/A	<u>TAKS Benchmark</u> Sem 1 CBA	<u>Sem 1 Core CBA</u> TAKS Benchmark	<u>Sem 1 Core CBA</u> TAKS Benchmark	<u>Sem 1 Core CBA</u> TAKS Benchmark
12th Grade	N/A	Sem 1 CBA	Sem 1 Core CBA	Sem 1 Core CBA	Sem 1&2 Core CBA



The following are additional district level measures:

Grade	Gifted & Talented	Bilingual/ ESL	Technology	College Readiness	Other
Kindergarten	SOI Torrance Raven	TELPAS TPRI / TEJAS LEE			
1st Grade	SOI Torrance Raven	TELPAS TPRI / TEJAS LEE			
2nd Grade	SOI Torrance Raven	TELPAS TPRI / TEJAS LEE Stanford 10			
3rd Grade	SOI Torrance Raven OLSAT	TELPAS TPRI / TEJAS LEE			
4th Grade	SOI Stanford	TELPAS			
5th Grade	SOI OLSAT Stanford	TELPAS			
6th Grade	SOI Stanford	TELPAS	Beginning of Year		
7th Grade	SOI Stanford	TELPAS			
8th Grade	SOI Stanford	TELPAS	End of Year	ReadiStep	
9th Grade	SOI Stanford	TELPAS			
10th Grade	SOI Stanford	TELPAS		PSAT	
11th Grade	SOI Stanford	TELPAS		PSAT	
12th Grade	SOI Stanford	TELPAS		ACT, SAT, THEA	



State Assessment Instruments

For more than 25 years, Texas has had a statewide student assessment program. Over time, changes to state and federal statute as well as to the state-mandated curriculum, currently the Texas Essential Knowledge and Skills (TEKS), have required the Texas Education Agency to expand the state assessment program, making it more inclusive of and accessible to all student groups. Whether students are served through general education, special education, or bilingual/English as a Second Language programs, the state tests provide a snapshot of the degree to which students are learning the TEKS. As a result of this snapshot, students can receive the additional help they need to strengthen their knowledge and skills in core academic areas; and districts and campuses can evaluate the effectiveness of their instructional programs. In this way, the state assessment program plays an important role in helping all students, no matter what their instructional setting, reach their academic potential.

State of Texas Assessment of Academic Readiness (STAAR) Grades 3-8

STAAR measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). STAAR is administered for:

- Grades 3–8 reading
- Grades 3–8 mathematics
- Grades 4 and 7 writing
- Grades 5 & 8 science
- Grade 8 social studies

Eligible students may meet requirements with Spanish-version STAAR assessments, available in:

- Grades 3–5 reading
- Grades 3–5 mathematics
- Grade 4 writing
- Grade 5 science

Texas Assessment of Knowledge and Skills (TAKS) Grades 10-Exit Level

TAKS measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS is administered for:

- Grades 10 and exit level mathematics
- Grades 10 and exit level English language arts (ELA)
- Grades 10 and exit level science
- Grades 10 and exit level social studies



End-of-Course Assessments

Senate Bill (SB) 1031 mandates the development of end-of-course (EOC) assessments for secondary-level courses in:

- Algebra I
- Algebra II
- Geometry
- Biology
- Chemistry
- Physics
- English I
- English II
- English III
- World Geography
- World History
- United States History

The purpose of the new EOC assessments is to measure students' academic performance in core high school courses and to become part of the graduation requirements starting with the freshman class of 2011–2012. The EOC assessments for lower-level courses will include questions that determine readiness for advanced coursework. The assessments for higher-level courses will include a separate series of special purpose questions that measure college readiness and the need for developmental coursework in higher education. In addition, the score a student achieves on each EOC assessment will be worth 15% of the student's final grade for that course.

TAKS (Accommodated)

The STAAR program will not contain an accommodated version of the test. STAAR booklets will have universal accommodations built in to the general assessment.

STAAR–Modified (STAAR–M)

STAAR–Modified (STAAR–M) is an alternate assessment based on modified academic achievement standards and is designed for students receiving special education services who meet participation requirements for STAAR–M and for whom STAAR is not appropriate. STAAR–M covers the same grade-level content as STAAR, but the assessment itself has been simplified through modifications in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.). STAAR–M is administered in English for the same grades and subjects as STAAR. Spanish-version STAAR–M assessments are not available.



STAAR–Alternate (STAAR–Alt)

STAAR–Alternate (STAAR–Alt) is an alternate assessment based on alternate academic achievement standards and is designed for students with significant cognitive disabilities who meet the participation requirements. Unlike other statewide assessments in Texas, STAAR–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers then score student performance using the TAKS–Alt rubric and submit results and evidence through an online instrument. STAAR–Alt is administered in the same grades and subjects as STAAR.

Linguistically accommodated testing (STAAR L)

Linguistically accommodated testing (LAT) is a special administration of STAAR for LEP-exempt recent immigrants. Linguistic accommodations are made in order to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills. LAT administrations of STAAR tests are available for:

- Grades 3–8 reading and grade 10 English language arts (ELA)
- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science

LAT administrations of STAAR and STAAR–M are provided for eligible students. Spanish-version LAT tests are available in the same grades and subjects as the Spanish versions of STAAR but are not available for LAT administrations of STAAR–M.

The Texas English Language Proficiency Assessment System (TELPAS)

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that limited English proficient (LEP) students make in learning the English language.

TELPAS reading (K–1), listening, speaking, and writing assessments enable teachers to holistically rate a LEP student’s English language proficiency based on daily interactions and observations of the student during classroom instruction. These observation protocols are administered for:

- Grades K–1 reading, listening, speaking, and writing
- Grades 2–12 listening, speaking, and writing

TELPAS reading is an online assessment that measures annual growth in English language proficiency of LEP students in grades 2–12.





Section 3:

Campus Roles & Responsibilities

- ✓ Campus Performance
- ✓ Test Development
- ✓ Test Administration
- ✓ Test Reporting
- ✓ AWARE Data Management

Campus Performance

For student progress to be monitored effectively over several years, it is important to have systems in place that permit the correlation of data from one year to the next. The coordination of assessments requires professional dialog and collaboration that are most effective at the school site level. Therefore, the District believes that a *Comprehensive School Assessment Plan* is an essential component of a school's instructional program. A school assessment plan provides information specific to the programs, goals and needs that are unique to each school.

At the school level, assessment helps...

- Monitor student progress over several years using a common reporting index as students progress from grade to grade, teacher to teacher.
- Facilitate the evaluation of discreet instructional programs within each school.
- Measure progress toward the accomplishment of school goals.
- Evaluate key indicators of school-wide effectiveness such as discipline, attendance, parent participation, and student satisfaction.

A school-wide assessment plan should provide information in three general areas:

1) *Student performance*: The measure of our system's effectiveness is defined in terms of student performance. Every school should have a systematic program that diagnoses students' learning needs and strengths and monitors individual student achievement over time. Student progress should be reported to parents, students and to the community from year to year in ways that relate progress to District academic standards.



2) *School-wide program effectiveness*: It is incumbent upon schools to evaluate the effectiveness of the programs, strategies and materials they employ. Are the programs positively impacting student learning? Are certain teaching techniques or organizational methods more effective than others are? Each school must have in place measures and methods to collect and evaluate components of school-wide program effectiveness.

3) *Attitudes and Perceptions*: It is necessary to understand what students, parents and teachers think about the learning environment. Perceptions and attitudes are important because people act in accordance with what they believe, perceive or think. Every school should have strategies in place to collect and evaluate information about how people feel about their educational experiences.

Test Development

Everyone who participates in the development or implementation of assessment systems is responsible for helping to ensure that the instrument is of high quality. Good tests directly impact the strength of the overall assessment program. A well-planned assessment program will increase the probability that stakeholders will be able to engage in valid and accurate evaluation of student, teacher, campus, and district performance. When developing assessment instruments it is critical that each step of the process be undertaken in a purposeful and thorough manner on behalf of campus administration including the following steps:

1. **Identify** teacher leaders that will provide feedback on the district assessment schedule and participate in content leadership teams that assist in the development of CBA's and TAKS/STAAR benchmarks.
2. **Encourage** campus representatives to participate in the test development process from the writing/selection of items to the final edits whether during after school meetings or release time during the school day.
3. **Participate** in the development of the local testing calendar and reporting schedule, and provide campus feedback following consultation with teacher leaders.

Test Administration

1. Utilize a standardized PowerPoint presentation in reviewing the guidelines of the Comprehensive Assessment Plan (CAP) with staff during teacher in-service prior to the start of school.
2. Provide Assessment Services with accurate enrollment counts to ensure that sufficient numbers of tests are printed to avoid excessive waste.



3. Ensure that each test is administered in accordance with established guidelines to ensure validity, reliability, and fairness of test results.
 - a. Benchmarks are given within the assigned window.
 - b. Teachers and students will not receive or view benchmarks prior to the day of testing.
 - c. Teachers will provide ARD/504/LPAC testing accommodations as determined by each committee.
 - d. Teachers maintain appropriate test security and confidentiality.
4. Appropriate STAAR resource materials should be provided for student use on select tests.
5. Evaluate the effectiveness of the assessment instrument through item analysis data to check for validity and fairness and make adjustments as necessary.
6. Ensure that local tests are collected from teachers following the 10 day review period and properly destroyed keeping FERPA guidelines in mind.
7. Retain a copy of the test for up to one month after it is administered to accommodate in depth item analysis and review.
8. Ensure that copying in part or whole of any BISD Local Assessments or test keys does not occur and that teachers sign the local security and confidentiality oath.

Test Reporting

When reporting assessment results, the goal is to use the data to create knowledge that will enable stakeholders to take appropriate actions.

Important considerations include asking:

- What do the results mean?
- What are the implications of what has been learned?
- What changes should be made based upon the information gained?

Curriculum staff should identify:

- The extent to which objectives have been met
- Strengths and weaknesses in individual content areas
- The learning status and needs of students
- Which portions of the curriculum are in most need of assistance

Grading:

The purpose of grading shall be to promote learning, achievement, and academic growth and not to serve as a punitive measure that evaluates student compliance. Grading practices used by teachers should be in writing and shared with students and parents.

1. Ensure that grading on Curriculum-Based Assessments and TAKS/STAAR Benchmarks is consistent for each grade level or course.



- a. Grade levels/courses in K-8 will follow a campus based policy. Teacher leaders will submit a draft of their guidelines to the campus principal for final approval prior to the administration of the CBA's and benchmarks.
 - b. High School courses will follow guidelines that are applied on a district-wide basis. Teacher leaders from each campus will collaborate to draft CBA and benchmark guidelines that will be submitted to the High School principals for final approval prior to the administration of the tests.
2. Guidelines should address use of tests as daily or test grades and the re-teaching/re-testing of content including the potential impact on student grades.
3. Questions regarding the scoring of tests within the data management system should be directed to the Office of Curriculum and Instruction. Teachers should not omit items or provide answers in advance to students without prior instructions to do so. This data assists with program evaluation as stakeholders continue to improve the process.
4. Campus leaders should be knowledgeable of the data management system and proficient in its use.

Parent Notifications:

1. Students in 1st-4th grade will receive a letter with a report of student performance by objective for End of Year (EOY) assessments.
 - a. Notify teachers of location of the letters and monitor that they are sent home to parents.
2. The District will ensure that data management software (AWARE) is accessible to administrators to print test specific results with objective data for the purpose of informing instruction.



AWARE Data Management

Administering a Test

Administration Tab - The *Administration* Tab is used to determine how the test will be administered and how the data can be collected.

Available Dates

The start and end dates determine when the teachers can print answer documents. The dates do not affect the actual scanning.

Plain Paper Bubble Sheets

The benchmark administrator can control who can print the answer documents:

- *Allow **teachers** to print answer sheets* will allow the teachers to print answer documents from the *Analyze* Tab in Aware
- *Only **administrators** can print answer sheets* will only allow administrator to print answer documents.

Note: Testing administrators are able to print answer documents for teachers even if *allow teachers to print answer sheets* is selected. The only exception applies when answer documents are printed by teacher on the Students Tab.

Print Answer Documents

To print the answer documents as a testing administrator, click the **Print Answer Sheets** button. The wizard on the right will display the campuses, teachers, courses, and sections that will print. Deselect any of these to narrow down which answer documents are to be printed. By default answer documents will be sorted alphabetically by teacher and course and section. To print all students alphabetically, select the option *Print students alphabetically*.

8th Grade Math

Select information in the tabs below to modify the test administration

General Curriculum Questions Campuses Students Administration

Available Dates

This test will be available to teachers between the following dates.

Start Date: 4/5/2010 **End Date:** 4/30/2010

Plain Paper Bubble Sheets

Use the options below to configure plain paper scanning.

☒ Allow plain paper testing.

☐ Allow **teachers** to print answer sheets

☐ Only **administrators** can print answer sheets

Print Answer Sheets

Print Answer Keys

Courses:

- ☒ Benitez School
- ☒ (GR4_MTH) Math Grade 4
- ☒ Bolen, Laura
- ☒ Busbey, Taryne
- ☒ Chupe, Jan
- ☒ Hodges, Brenda
- ☒ Miller, Chelsea
- ☒ Teacher, Sarah

☐ Print students alphabetically.

Click Finish to close this wizard.

Finish



Teacher Submission - Teacher Submission controls how teachers can submit answers for their students on assessments.

There are three options that the test administrator can choose from when administering a test:

- *Teachers may answer only teacher-graded questions* - once an answer document is scanned, this option will allow the teacher to enter the answers for the constructed response questions ONLY for each student. All the objective answers will be grayed out for the teacher. If the student wrote a short answer response on the answer document, the teacher will be able to view a digital image of the student's answer on the test entry screen as they score the document. If a scoring guide has been included on the test, the teacher can also view the scoring guide while scoring the test.
- *Teachers may answer teacher-graded questions and blank student answer questions* - once answer documents are scanned, this option will not only allow teachers to enter the answers for the constructed response questions, but also any answers the student left blank when the answer document was scanned.
- *Teachers may answer all questions* - this option will allow teachers to answer all questions at any time, prior to, or after scanning.

The screenshot shows a window titled "Teacher Submission" with the instruction "Use the options below to configure teacher submission." Below this instruction are three radio button options:

- ☒ Teachers may answer only teacher-graded questions
- ☐ Teacher may answer teacher-graded questions and blank student-answered questions
- ☐ Teacher may answer all questions

Online - Select this option if students will take a test online. Students will enter the *district's eduphoria address* and add **/aware/OnlineTesting** to the address (see the **Online Testing Path** in the screenshot below). They will log in with their student ID number and password.

There are three ways a student password can be set:

- The *General* Tab in the student's profile
- They can be imported via a csv file from the *Roster* Tab in ShoolObjects:management
- By the eduphoria System Administrator in System Management under *Manage Schools* and clicking **Set Default Password**; This will give all students for that school the same password.

To enable online testing, select **Allow online testing** and Select one of the following options:

- *Allow **teachers** to **enable** online testing for their classes* - the teacher will need to **Start** online testing once the students are ready to begin taking a test. The teacher will also need to **Stop** online testing once students are finished testing.



- Only **administrators** can enable online testing - the test administrator will need to **Start** online testing once the students are ready to begin taking a test. The administrator will also need to **Stop** online testing once students are finished testing.

A screenshot of a web interface titled "Online". It contains the text "Use the options below to enable online testing." followed by three radio button options: "Allow online testing." (checked), "Allow teachers to enable online testing for their classes", and "Only administrators can enable online testing" (selected). Below these is a text field labeled "Online Testing Path:" containing the URL "http://mydistrict.eduphoria.org/Aware/OnlineTesting". At the bottom right are two buttons: "Start" (green play icon) and "Stop" (red stop icon).

Monitor Groups and Lists

Monitor Lists are typically created by teachers who need to be able to see students that are not in their current roster. For example, a teacher tutors students after school from another campus or from another class and needs to be able to see their profiles. By creating a monitor list and having the principal approve it, the teacher will be able to view all information on the students' profiles. Approving monitor lists is discussed in this section.

Monitor Groups are created by campus or district level administrators. Groups have two functions. When a monitor group of target students is created, the teachers who have students in the group will be able to automatically view the target group. The second function of groups gives staff members the ability to summarize on the target group and track student progress on assessments.

Creating a Group

There are two ways to create a monitor group.

Option #1

- Create a new data view or select a test from *Quick Views*
- Switch to **Individual Student Level** to view a list of students



- Edit the view to reflect the students that need to be in the monitor group (Example: Students with scale score < 2100)
- Click the **Add to Group** button





- Follow the instructions in the wizard to create the group
- On the fourth step, the students will need to be added to the group:
 - Choose individual students by clicking on the student's name and clicking the **Add** button
 - Choose multiple students by holding down the shift or control keys and clicking the **Add** button

Add students

Here you can added individual students to the monitor group. name. Select the students from the list and click the add butto students.

Student Name or ID Number:

Lopes Gaona JR., James S (090728)
Lopez - Nunez, Anthony S (092870)
Lott, Jose A (093273)
Oestreicher, Callie E (085297)
OGLE, Jennifer O (085303)

Add > **< Remove**

Administ Student:

****Once created, teachers can only see a monitor group if they teach students in that group. And, they can only see the students they teach, not all students in the group.**

To view the monitor group from the *Analyze* Tab, click *My Student Groups* and select the monitor group. The students will be displayed in a list and can be selected to view their profiles.

SchoolObjectsaware

Views

- Quick Views
- My Saved Views
- District Views
- Curriculum Views
- My Student Groups**
- Blue
- Economically Disadvantaged

Students

Lopes Gaona JR., James S
Lopez - Nunez, Anthony S
Lott, Jose A
Oestreicher, Callie E
OGLE, Jennifer O



Option #2

A monitor group can be created manually through the *Students* Tab.

- On the *Students* Tab, click *Manage Monitor Groups* (lower-left corner of screen)
- Click *New Monitor Group*
- Enter a name for the monitor group
- Click **Save**

- Click the *Students* Tab and enter students' names or ID numbers to search. Click **Add** to add the students to the monitor group.

****Teachers can only see a monitor group if they teach the students in that group. And, they can only see the students they teach, not all students in the group.**

- Click **Save**



To view the monitor group from the *Analyze* Tab, click *My Student Groups* and select the monitor group. The students will be displayed in a list and can be selected to view their profiles.

Managing Groups

District Data Viewers are able to create, edit, and delete monitor groups for the district. Campus Administrators are able to create, edit, and delete monitor groups for their campuses.

- On the *Students* Tab, click *Manage Monitor Groups* in the lower-left corner
- Select the campus
- Click on the group and add/delete students, delete the group, etc.



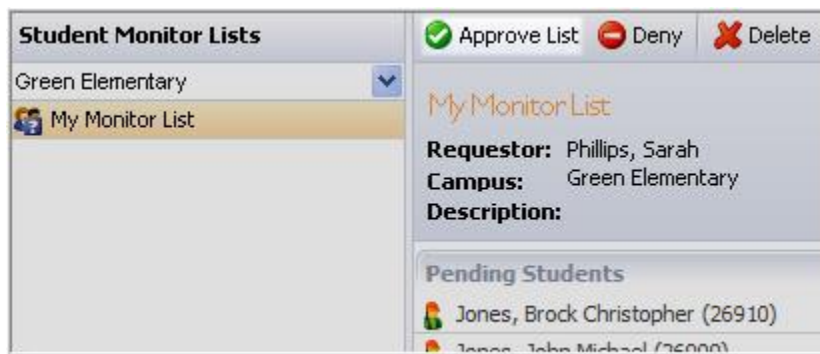
Approving Monitor Lists

When a teacher creates a monitor list, the list must be approved by the teacher's Campus Administrator before the teacher can view the students.

- Click on the *Students* Tab
- Click *Approve Monitor Lists*



- Click on the monitor list
- Click **Approve List**





Editing Views

Any data view in Aware can be edited so districts have the ability to customize the information to meet their needs. Once new views are created, they can be saved and the templates can be shared with other district personnel.

- Create a new data view or choose a test from *Quick Views*
- Click the **Edit** button



- Tables Tab - allows you to change or add tests to view and summarize multiple tests you are viewing
- Columns Tab - allows you to select information for a view
- Summarize Tab - allows you to summarize information by *rows*. Summarize is most often needed when summarizing district, campus, or teacher summary views. You can also summarize data within a subpopulation on the *Summarize* Tab.



Tables Tab

The *Tables* Tab will display the test that is currently being viewed. All other tests for the district are located in the folders and can be added to enable multi-test analysis and viewing.

The test currently being viewed will be on the right.

To add or choose another test:

- Click on the **+** sign next to the test type
- Select the test
- Drag and drop it to the right
- Click **Update**

**To remove a test, click and drag it to the left.





Columns Tab

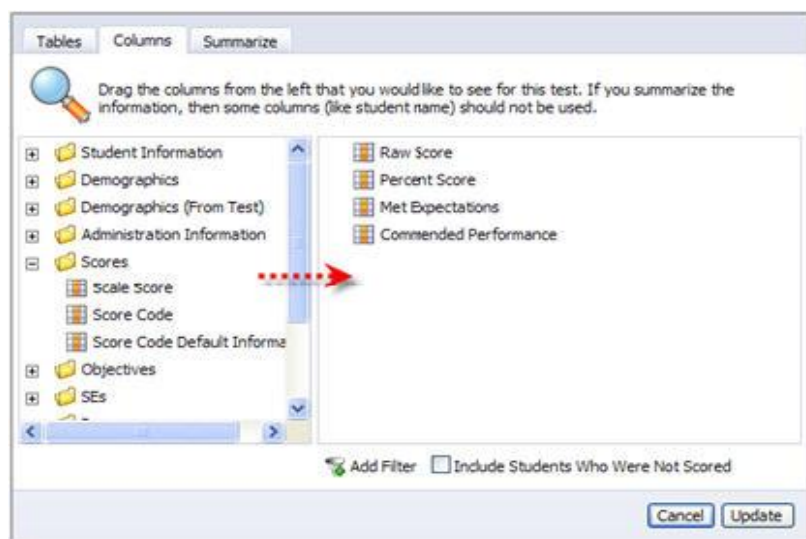
The *Columns* Tab contains the actual test information that can be viewed.

- Click the **+** sign next to a folder to display the information options available

These will be the column headings in the view and the information requested will be displayed below the column heading in a table format.

- Click the desired column heading from the list and drag it over to the right

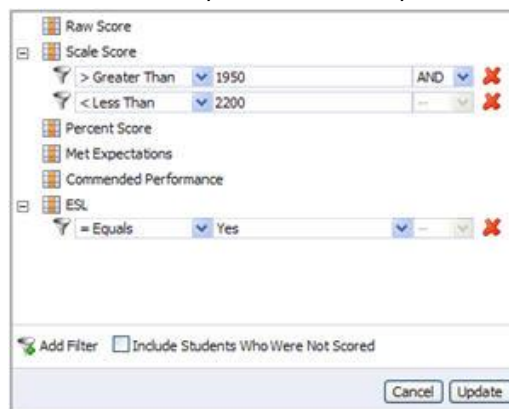
To remove a column, drag it back over to the left.



To filter a column:

- Click the column name (It will change to bold text.)
- Click the **Add Filter** icon
- Information can be viewed within subgroups when more specific data is needed
- Choose/enter filtering criteria
- Click **Update**

****To hide the column so that it does not appear on the view, but still filters, select the column heading and click **Hide**.**

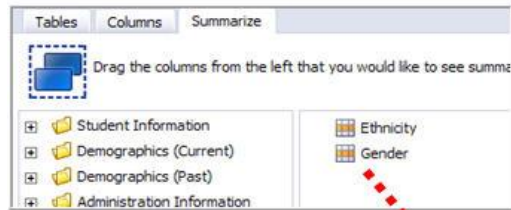




Summarize Tab

The *Summarize* Tab provides different ways to summarize data for information selected on the *Columns* Tab. The data will typically appear as a row. On the *Summarize* Tab, click the **+** next to a folder to expand the available options and drag information over to the right. Information will be displayed in rows.

Click **Update**.



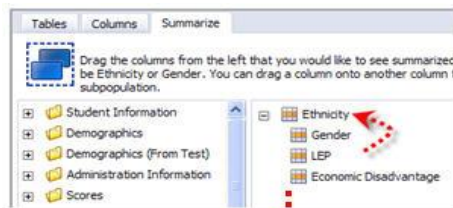
Summarized Data displays in rows

	Total Students
Orange Middle School	332
Asian/Pacific Islander	19
White Not Hispanic	198
Black	52
Hispanic	58
American Indian/Alaskan Native	5
Male	160
Female	172

Viewing a Subgroup within a Subpopulation

Information can be viewed within subgroups when more specific data is needed.

On the *Summarize* Tab, drag the subgroup onto the subpopulation to see the information for the subpopulation summarized by specific subgroups. For example, to see the gender, LEP, and economic disadvantaged information for each ethnicity, drag the subpopulations onto ethnicity.



	Total Students	Raw Score	Scale Score	Percent Score
White Intermediate	34	28.41	2097.56	67.18%
African American	7	28.14	2102.57	66.57%
Economic Disadvantage	1	28	2078	66%
Female	2	32	2171.50	75.50%
Male	5	26.60	2075	63%
Second Year of Monitoring	4	28.25	2105.25	66.75%
American Indian/Alaskan Native	1	31	2137	73%
Female	1	31	2137	73%



Viewing Summarized Fields as Numbers instead of Percentages

By default, summarized information will be displayed as a percentage. Aware also allows the information to be viewed as numbers. On the *Summarize* Tab, remove the check mark from *Show Summarized Fields with Percentages*.

BEFORE removing checkmark	April 2006 Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Lexile Measure	Met Expectations	Commended Performance
White Intermediate	34	28.41	2097.56	67.18%	728.38L	58.82%	0%
Economic Disadvantage	1	28	2078	66%	705L	0%	0%
African American	7	28.14	2102.57	66.57%	734.29L	42.86%	0%
American Indian/Alaskan Native	1	31	2137	73%	775L	100%	0%
Hispanic	10	25.50	2044.90	60.20%	667.50L	40%	0%
White Not Hispanic	16	30.19	2125.81	71.44%	760.94L	75%	0%

AFTER removing checkmark	April 2006 Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Lexile Measure	Met Expectations	Commended Performance
White Intermediate	34	28.41	2097.56	67.18%	728.38L	20	0
Economic Disadvantage	1	28	2078	66%	705L	0	0
African American	7	28.14	2102.57	66.57%	734.29L	3	0
American Indian/Alaskan Native	1	31	2137	73%	775L	1	0
Hispanic	10	25.50	2044.90	60.20%	667.50L	4	0
White Not Hispanic	16	30.19	2125.81	71.44%	760.94L	12	0



Data Analysis Field Glossary

Student Information

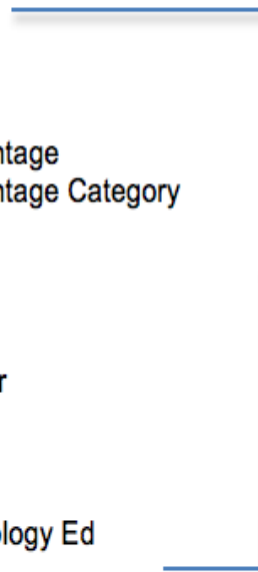
- Local ID
- Current Advisor
- Current Campus
- Current Section
- Current Course
- Current Instructor



Student information as it appears in the district's SIS.

Demographics

- Grade Level
- DOB
- Gender
- Ethnicity
- Economic Disadvantage
- Economic Disadvantage Category
- Title I Part A
- LEP
- Bilingual
- ESL
- Special Ed Indicator
- Section 504
- Gifted Talented
- At Risk
- Career And Technology Ed
- RTI



Student information as it appears in the district's SIS.

Demographics (From Test)

- Grade Level (DF)
- Gender (DF)
- Ethnicity (DF)
- Economic Disadvantage (DF)
- Economic Disadvantage Category (DF)
- Title I Part A (DF)
- Migrant (DF)
- LEP (DF)
- Bilingual (DF)
- ESL (DF)
- Special Ed (DF)
- Gifted Talented (DF)
- At Risk (DF)
- Career And Technology Ed (DF)
- PEIMS Crisis Code
- PEIMS Student Attribute Code
- HSEP Reading/ELA
- HSEP Other



Student information as it appears on the test data file.



Administration Information

- Date Taken – displays the date the student took the test
 - Testing Campus – testing campus as it appears on the test data file
 - Testing Instructor
 - Testing Section
 - Testing Course
- Reflects testing instructor, section, and course at time of import.
- District Accountability – this field compares the snapshot date county-district number to the actual testing county-district number to exclude students. It will also filter out necessary administrations for accountability and include TAKS Accommodated as appropriate for that testing year.
 - Campus Accountability – this functions exactly as district accountability; however, the full county-district-campus number is used for filtering
 - AYP Accountability – looks at the accountability county-district-campus number and the testing location CDC. If they match, then they are accountable. This looks at the date of the test compared to the snapshot data, which is slightly different from TAKS. If they were there at testing time, the student counts. It should also only look at math and reading. It cannot help with "Other Measure" for AYP, which looks at attendance, etc.
 - Scored All Tests – whether or not the student has a score for each test in the current data view
 - Language – displays the language of the test (English or Spanish)
 - Online Testing – displays whether student took the test online
 - Test Version – shows the version of the test the student took – TAKS, TAKS Accommodated, TAKS-Alt, etc.

Scores

- Raw Score – displays the student's raw score
- Percent Score – displays the student's percent score. This is not to be confused with a percentile score. This is simply the percentage of questions answered correctly.
- Scale Score – displays the student's scale score
- Met Expectations - displays whether or not the student met expectation
- Commended Performance – displays whether or not the student is commended
- Score Code and Score Code Default Information – displays the score code information as reported in the TAKS data file
- TPM Formula Used – displays which formula was used according to the TAKS data file
- Scale Score For TPM – the current scale score that was used to calculate TPM
- Previous Scale Score For TPM – the previous scale score that was used to calculate TPM
- Previous Year Mean Scale Score – the mean scale score used to calculate TPM
- TPM Score – the score the student is projected to make in the next high stakes grade level
- Projected to Meet Standard – whether or not the student is projected to meet in the next high stakes grade level
- Met for Accountability – this combines met expectations with projected to meet to give an overall met expectations for accountability purposes
- Projected to Commended –this works the same as projected to meet, but for commended
- Commended or Expected to be Commended – this works the same as met for accountability, but for commended
- Quantile Measure – displays the quantile measure based on the student's score

Objectives

- All Objectives – displays the objective percent score and optionally, number correct out of total correct for the student. This is oriented horizontally in a data view.
 - Objective Number
 - Objective Description
 - Objective Percent Correct
 - Objective Number Correct
 - Objective Number Total
- Vertical View fields: These fields are used to see specific information about an objective. They are typically used in combination with the SE and Responses vertical view fields to create customized item analysis reports.

SEs

- All SEs – displays the number correct or the SE percent score for students
 - SE Number
 - SE Description
 - SE Percent Correct
 - SE Number Correct
 - SE Number Total
- Vertical View fields: These fields are used to see specific information about an SE. They are typically used in combination with the Objective and Responses vertical view fields to create customized item analysis reports.



Responses

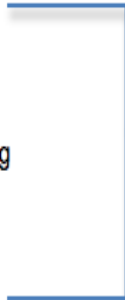
- All Responses – displays the answer response for each student by question, the distribution of answers per question, along with the SE and objective for each question
- Question Number
- Student Response
- Correct Response
- Student Correct



Vertical View fields: These fields are used to see specific information about a question or student response. They are typically used in combination with the Objective and SE vertical view fields to create customized item analysis reports.

Accommodations

- Study Guide
- Presentation
- Response
- Setting
- Timing & Scheduling
- Braille
- Large Print
- Oral
- Dyslexia



Student's accommodations as coded on the TAKS test.

Previous Scores

- Previous Status – whether or not the student met expectation or was commended on the previous test of the same subject
- Previous Raw – the student's previous raw score on the test of the same subject
- Previous Scale – the student's previous scale score on the test of the same subject

Vertical Progress

- Required Progress – amount of change required to meet the states' expectation of minimum growth
- Previous Vertical – previous vertical scale score used for the calculation
- Student Progress – the amount of change in the student's vertical scale score
- Met Progress – whether or not the student achieved at least 100% of the required progress
- Progress Percent – the percentage of the required progress the student achieved. For example: if the required progress is 26 and the student only gained 25 points, then the progress percent would be 96%. If the student gained 37 points, then the progress is 142%. Negative progress growth can only happen if the student's vertical score actually declines.



Reports

AEIS Accountability Projection Report

This report looks very similar to the state accountability report. It will contain the same information regarding demographics and tests taken. The headers for ELA/Reading, Math, Writing, Science, Social Studies, and All Tests will then be broken down by All students, ethnicity, economic disadvantage, gender, LEP, Special Education, and At-Risk.

Each row/column combination will show the number of students, met expectation percentage, Met expectation including TPM percentage, and commended percentage.

- Select the desired testing year
- Choose the District or individual school
- Click **Submit Report**

The screenshot shows the 'AEIS Accountability Projection Report' form. It includes a title bar, a subtitle 'Select the options for the report below:', and a section 'Select Filter Options:'. Under this section, there is a 'Administration' dropdown menu set to '2010' and a 'School' dropdown menu set to 'District'. At the bottom, there is a 'Submit Report' button with a printer icon.

At-Risk TAKS 110% Exit Criteria Report

This report will help district and campus staff monitor the at-risk status of their students. By comparing previous and current TAKS of students, it will tell you if they have met by 110% using their raw score. Other information is displayed as well.

- Select the desired testing year
- Choose the District or individual school
- Choose the format: PDF or Excel
- Click **Submit Report**

The screenshot shows the 'At-Risk TAKS 110% Exit Criteria Report' form. It includes a title bar, a subtitle 'Select the options for the report below:', and a section 'Select Filter Options:'. Under this section, there is a 'Administration' dropdown menu set to '2009', a 'School' dropdown menu set to 'District', and a 'Format' section with radio buttons for 'PDF' (selected) and 'Excel'. At the bottom, there is a 'Submit Report' button with a printer icon.



Incorrect Responses Report

This report will help you to group students based on their responses to specific questions. Students that missed a certain question will be grouped by the desired parameter.

- Drill down to the test
- Choose the Group: District, Campus, or Teacher
- Choose the grouping: Question, SE, or TAKS Objective
- Click **Submit Report**

Incorrect Responses
Select the options for the report below:

Select Filter Options:

Test

- Quick Views
- District Local Assessments
- Tonya's Test Type
- Research Based Assessments
- District Release TAKS
- CBAs
- Scantron Testing
- Jason's Test Test Type

Group

District

Order By

Question

Submit Report

Group Summary Report

In addition to standard objective information, this report will assist staff in analyzing objective mastery. By specifying your own mastery percentage, you can then view the percentage of students who attained that level on each objective numerically and visually. Additional summary data is provided as well.

- Drill down to the test
- Choose the Group: District, Campus, or Teacher
- Set the Local Objective Mastery Standard
- Click **Submit Report**

Group Summary Report
Select the options for the report below:

Select Filter Options:

Test

- Quick Views
- District Local Assessments
- Tonya's Test Type
- Research Based Assessments
- District Release TAKS
- CBAs
- Scantron Testing
- Jason's Test Test Type

Group

District

Local Obj Mastery Standard

70

Submit Report



Teacher Report Card

This report will display all students in each teacher's class with fundamental scores, including vertical progress.

- Drill down to the test and select
- Click **Submit Report**

Form Mass-Print

This report is more of an export than a report. However it will allow you to generate one large PDF containing all forms of a specific template.

- Drill down to the form and select
- Click **Submit Report**



Section 4:

Teacher Roles & Responsibilities

- ✓ Classroom Performance
- ✓ Test Development
- ✓ Test Administration
- ✓ Test Reporting
- ✓ Data Management

Classroom Performance

Student learning occurs primarily in the classrooms of our organization. A classroom teacher, working directly with a learner and his/her family, can most effectively and efficiently influence student achievement. Therefore, the focus of our assessment plan is to support the work that occurs at the classroom level.

The assessments teachers elect to use must closely align with the individual needs of each student, his/her unique learning objectives, the instructional strategies employed, and the materials to be used. Therefore, it makes sense that the people who best know the learner and select the instructional strategies and materials to be used for that learner, are best equipped to determine the assessment tools to monitor and manage that learner's growth.

In the classroom, assessment...

- Provides information the teacher needs to direct instructional planning.
- Provides feedback that the learner requires in the learning process.
- Clarifies the skills and knowledge to be measured.
- Provides information that parents and other teachers require to collaborate as partners.



Test Development

Everyone who participates in the development or implementation of assessment systems is responsible for helping to ensure that the instrument is of high quality. Good tests directly impact the strength of the overall assessment program. A well-planned assessment program will increase the probability that stakeholders will be able to engage in valid and accurate evaluation of student, teacher, campus, and district performance. When developing assessment instruments it is critical that each step of the process be undertaken in a purposeful and thorough manner on behalf of classroom teachers including the following steps:

1. **Understand** the purpose of the assessment to inform the construction of the instrument and the use of the results.
2. **Collaborate** with content facilitators to develop the test blueprint that outlines the design of the instrument and access the final document a minimum of four weeks prior to the testing window.
 - a. Work collaboratively with curriculum facilitators to purchase, create and review the items.
 - b. Ensure there are sufficient numbers of items from each assessed student expectation to allow tests to be easily changed from year to year.
 - c. Question whether the items appear to assess the intended knowledge and skills at the appropriate difficulty level.
 - d. Will students clearly understand the instructions and the individual items?
 - e. Are any of the distracters confusing or too blatantly incorrect?
 - f. Will the responses of students from different racial, ethnic and gender groups as well as students that are limited English proficient or receiving special education services indicate that the assessment instrument is not biased against them?
 - g. Are the items accurate with appropriate grammar and a consistent style?
 - h. Are the graphics and charts included in the items of good printable quality?
3. **Review** the final version of the test including the items, booklet, instructions, and test key for general, modified, and advanced assessments.

Test Administration

1. Attend training during beginning of school in-service regarding the comprehensive assessment plan, and sign the local oath of test security and confidentiality.
2. Ensure that the test is administered in accordance with established guidelines to ensure validity, reliability, and fairness of test results.
 - a. Benchmarks are given within the assigned window.
 - b. Teachers and students will not receive or view benchmarks prior to the day of testing.



- c. Teachers will provide ARD/504/LPAC testing accommodations as determined by each committee.
 - d. Teachers maintain appropriate test security and confidentiality.
 - e. Appropriate STAAR resource materials are provided for student use on select tests.
3. Evaluate the effectiveness of the assessment instrument through item analysis data to check for validity and fairness and make adjustments as necessary.
4. Review the test with students within 10 school days after it is administered.
5. Campuses will not make copies in part or whole of any BISD Local Assessments or test keys. Following the 10 day review period return all tests to the campus testing coordinator without retaining a file copy.

Test Reporting

When reporting assessment results the goal is to use the data to create knowledge that will enable stakeholders to take appropriate actions.

Important considerations include asking:

- What do the results mean?
- What are the implications of what has been learned?
- What changes should be made based upon the information gained?

Curriculum staff should identify:

- The extent to which objectives have been met
- Strengths and weaknesses in individual content areas
- The learning status and needs of students
- Which portions of the curriculum are in most need of assistance

Grading:

The purpose of grading shall be to promote learning, achievement, and academic growth and not to serve as a punitive measure that evaluates student compliance. Grading practices used by teachers should be in writing and shared with students and parents.

1. Grading on Curriculum-Based Assessments and TAKS/STAAR Benchmarks will be consistent for each grade level or course.
 - a. Grade levels/courses in K-8 will follow a campus based policy. Teacher leaders will submit a draft of their guidelines to the campus principal for final approval prior to the administration of the CBA's and benchmarks.
 - b. High School courses will follow guidelines that are applied on a district-wide basis. Teacher leaders from each campus will collaborate to draft CBA and benchmark guidelines that will be submitted to the High School principals for final approval prior to the administration of the tests.



2. Guidelines should address use of tests as daily or test grades and the re-teaching/re-testing of content including the potential impact on student grades.
3. Questions regarding the scoring of tests within the data management system should be directed to the Office of Curriculum and Instruction. Teachers should not omit items or provide answers in advance to students without prior instructions to do so. This data assists with program evaluation as stakeholders continue to improve the process.
4. Teachers will be knowledgeable of the data management system and be proficient in its use.

Parent Notifications:

1. Students in 1st-4th grade will receive a letter with a report of student performance by objective for End of Year (EOY) assessments.
2. Print test specific results with objective data for the purpose of providing more detailed data and informing instructional practices.

AWARE Data Management

Viewing a Test

VIEWING TEST DATA FOR ONE CLASS

Teachers can easily view TAKS and benchmark data on their students to help facilitate data analysis. This section will cover the basics of viewing data.

- Expand the class period, test type, subject, year, and grade level (by clicking on each folder) to view a test

****Note:** When selecting a grade level for a TAKS test, keep in mind that this is the grade the students were in when they took the test. You are only able to view students that you have in your current roster. So, you will select the TAKS test most recently took, not necessarily the grade level they are currently enrolled.



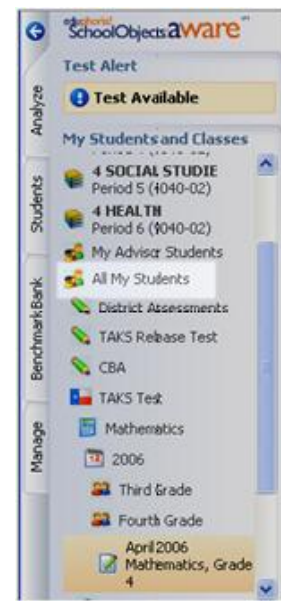


Once the test is selected, a list of students that took the test will appear. This should be the teacher's current roster students. ****Note:** If a student moved from another district, the TAKS scores will not appear for that student.

						Student Scores				
						April 2006 Mathematics, Grade 4				
Student Name	Local ID	Economic Disadvantage	LEP	Gender	Ethnicity	Raw Score	Scale Score	Percent Score	Met Expectations	Commended Performance
Large, Randall	020447	No	Other Non-LEP Student	Male	White Not Hispanic	27	2073	64%	No	No
Larios, Elizabeth	020613	Yes	Other Non-LEP Student	Female	White Not Hispanic	41	2536	97%	Yes	Yes
Lassiter, Logan	042246	No	Other Non-LEP Student	Female	White Not Hispanic	37	2287	88%	Yes	No
LAUER, Michael	053332	No	Other Non-LEP Student	Male	White Not Hispanic	23	2011	54%	No	No
Lazaro, Melinda	062920	No	Other Non-LEP Student	Female	White Not Hispanic	39	2400	92%	Yes	Yes
Leavell, Robert	062931	No	Other Non-LEP Student	Male	White Not Hispanic	37	2287	88%	Yes	No
Leblanc, Carson	062932	No	Other Non-LEP Student	Female	White Not Hispanic	40	2433	95%	Yes	Yes
Ledesma, Danielle	062949	No	Other Non-LEP Student	Female	White Not Hispanic	33	2182	78%	Yes	No

VIEW ALL STUDENTS

To view all students for a test, expand *All My Students*, test type, subject, year, grade level, and test. All the students who took the test will be displayed.





To view students by course and section, select the **Course and Section** level icon. The course and sections will be grouped so that the average scores for each section can be compared. To see the students for a section, drill down by double clicking on the teacher's name and section.

April 2006 Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Met Expectations	Commended Performance
Blue Elementary	25	34.24	2285.08	81.04%	84%	40%
4 MATH [2040]	25	34.24	2285.08	81.04%	84%	40%
Maples, Louis - 3 [01]	13	34.15	2252.92	80.77%	84.62%	30.77%
Economic Disadvantage	1	41	2536	97%	100%	100%
Hispanic	1	26	2057	61%	0%	0%
White Not Hispanic	12	34.83	2269.26	82.42%	91.67%	33.33%
Female	7	34.86	2270.14	82.43%	85.71%	28.57%
Male	6	33.33	2232.83	78.83%	83.33%	33.33%
Maples, Paul - 3 [02]	12	34.33	2319.92	81.33%	83.33%	50%
Economic Disadvantage	2	41	2536	97%	100%	100%
Hispanic	2	40	2468	94.50%	100%	100%
White Not Hispanic	10	33.20	2290.30	78.70%	80%	40%
Female	5	36	2345.80	85.20%	100%	60%
Male	7	33.14	2301.43	78.57%	71.43%	42.86%

Time Frame

Results can be viewed in one of two ways: by where students are currently enrolled or by where they were when they were tested.

The default time frame for a test is **Where Students Are Now**. To see where students were administered a test, click on the **Where They Were** icon.



Where Students Are Now:

Displays students based on where they are currently enrolled

Where Students Were Administered Test:

Displays results based on where the students were enrolled at the time they were administered the test



Coloring

Test data can be color coded to make data stand out and examine trends. To view **color coding**, click the **Color Results** icon in the upper-left corner.



The data will be color coded according to the following scale:

90-100 = Green	>2400 = Green
80-89 = Yellow	2201-2399 = Yellow
76-79 = Orange	2100-2200 = Orange
<76 = Red	<2100 = Red

Student Profile

Drill down to the student profile by double-clicking on the student's name from a data view.

Student Name	Local ID	Gender	Campus Name	Ethnicity	Raw Score
Litke, Ana	093425	Female	Blue Elementary	Hispanic	26
Looney, Luis	086670	Male	Blue Elementary	Hispanic	39
McClellan, Kalena	089779	Female	Blue Elementary	Hispanic	41

OR

- Click on the *Students* Tab on the left side of the screen
- Enter the search criteria:

Search on any of the following:

- Student's Name
- ID#
- Grade Level
- Campus
- Gender
- Ethnicity
- Student Program



- Click **Search**

****To clear the search criteria, click the **Clear** button.**

****If a campus is selected, you can search on a course or teacher name.**

The screenshot shows the 'SchoolObjectsaware' interface. On the left, there are navigation tabs: 'Analyze', 'Students', 'Benchmark Bank', and 'Manage'. The 'Students' tab is active. The 'General' section includes filters for 'Name or ID', 'Grade' (set to 'Any'), 'Monitor List' (set to 'Any'), and 'Campus' (set to 'Any'). The 'Advanced' section includes filters for 'Gender' (set to 'Any'), 'Ethnicity' (set to 'Any'), and 'Student Program' (set to 'Any'). There is a checkbox for 'Include Un-enrolled Students' and a 'Search' button. On the right, a list of students is displayed, with 'Abadia, Reggie' selected at the top. Other students listed include Abadia, Rogelo R, Abadia, Samantha A, Abarca, Kristin K, Abban Mensah, Jonathan A, Abban Mensah, Yaritza R, Abbaspour, Jesse M, Abbaspour, Jonathan K, Abbaspour, Omar, Abbe, Kai Byrom, Abbe, Kase A, Abbe, Kyra McKee, Abdo, Ramez Galal, Abdo, Rawan, Abdo, Reem, and Abdul-shaheed, Nicholas V.

General Tab

The *General* Tab displays the student's current schedule and whether or not the student is coded for any programs such as special education, ESL, economically disadvantaged, etc.

The screenshot shows the 'General' tab for a student named 'Abell, Raven Elisabeth'. The student's profile includes a photo, 'Student ID: 21658', 'Grade Level: Tenth', 'Date of Birth: 5/28/1992', 'Ethnicity: White, Not Hispanic', and 'Gender: Female'. Below the profile, there are tabs for 'General', 'Tests and Scores', 'Forms', 'Journal', and 'Items'. The 'General' tab is active, showing 'Student Codes' (indicating the student is not coded for any programs) and a 'Current Schedule' list. The schedule includes: 1. TH ARTS 1 (Harlan, Michael), 2. GEOM (Carroll, Kent), 3. CH TREBLE 2 (Snouffer, Edward), 4. FRENCH 2 (Lucera, Elizabeth), 5. CHEM 1 (Whitted, Hugh), and 6. LUNCH WHS (Lunch, .).



Tests and Scores Tab

All student performance data including TAKS, local assessments, imported assessments, and student inventories are viewed on the *Tests and Scores* Tab.

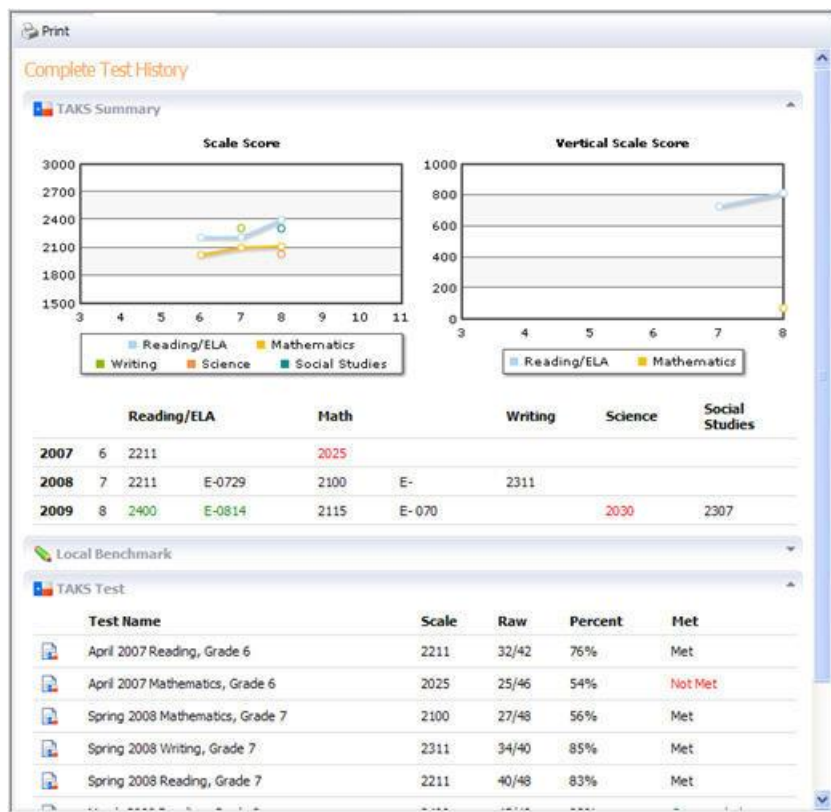
Show All Tests

There are two ways to access the complete test history:

- Drilling down on a specific student from a specific test and then clicking on *Show All Tests* in the upper-right corner
- Searching for the student from the *Students* Tab and clicking on the *Tests* Tab

**Printing from this screen will print a complete test history for the student.

Each type of assessment or data set has its own section within the tab. Items like TAKS also have Summary sections which appear on top. Students with historical data have their scores displayed in a color coded line graph with the actual values displayed below. The actual sections, not summaries, are the same list of scores below. You can double click on the scores within the summary and items within the lower sections to view specific information about a test or assessment.





Test Details

There are two ways to access the test details:

- Drilling down on the student from a specific test
- Searching for the student from the *Students* Tab, clicking the *Tests and Scores* Tab, and double-clicking on a specific test

Comparison Histogram: Shows a distribution of scale (or percent) scores for the campus and district. The X axis represents the scale scores. The Y axis represents the percentage of students who fell within that group. The dot represents where the student fell.

Objective Performance Chart: Shows how the student performed on each objective, compared to the campus and district.

TAKS Objectives and Student Expectations: Shows the number of objectives/SE's correct out of the total number of objectives/SE's on the test.

Individual Question Response: Shows exactly what the student bubbled on the answer document, as well as the objective and SE for each question.

**Printing from this screen will print a detailed item analysis for the test.





Journal Tab

The *Journal* Tab displays any journal actions added to the student profile. The types of journal actions can be customized on the *Manage* Tab. Teachers will only be able to view journal actions they actually add. Principals can see all journal actions added to the student profile.

- To add a journal action:
 - Click **Add Action Item**
 - Choose the action item
 - Enter the text for the journal action
 - Click **Add Item**
 - To print journal actions, click the **Print** button
 - To delete a journal action, click the **Delete** button

****Any journal action added will display the title, who added the action item, and the date.**





Section 5: Resources

- ✓ Grade Level Calendar & Guidelines
- ✓ Glossary
- ✓ Alphabet Soup
- ✓ Oath of Test Security and Confidentiality

Brazosport Independent School District

2011-2012 Calendar

Kindergarten

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29-9/16	Universal Math Screener
9/19-9/23	TPRI- As Needed
1/9-1/20	Universal Math Screener
1/23-1/27	TPRI- As Needed
4/30-5/11	Universal Math Screener
4/30-5/11	Sentence Dictation
STAAR BENCHMARK ASSESSMENT	
STATE ASSESSMENT	
8/29-9/16	Universal Reading Screener
9/19-9/23	Tejas Lee
1/9-1/20	Universal Reading Screener
1/23-1/27	Tejas Lee
4/30-5/11	Universal Reading Screener
4/30-5/11	Tejas Lee
3/19-4/11	Telpas
Gifted & Talented	
10/1-10/31	RAVEN
REPORTING PERIODS	
10/21/11	1 st Nine Weeks
1/13/12	2 nd Nine Weeks
3/9/12	3 rd Nine Weeks
5/24/12	4 th Nine Weeks



August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

Kindergarten			
<p><u>General Guidelines</u> Please adhere to these criteria when administering the test.</p> <ul style="list-style-type: none"> Students are not allowed to return to a test section that has been turned in to the teacher for scoring. Voice inflection must be kept neutral during the reading of the passage, questions, and answer choices. Words that are boldfaced, italicized, or printed entirely in capital letters may be emphasized. Test questions may not be rephrased. <p>TELPAS Testing Window: 3/19 – 4/11</p> <p>Fall Diagnostic: Administered in September for All grades and subjects.</p>		<p><u>Guidelines for Students with Special Needs</u> Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:</p> <ul style="list-style-type: none"> P - Presentation Accommodations R - Response Accommodations S – Setting Accommodations T- Timing and Scheduling Accommodations <p>Accommodations Manual Link: http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793</p> <p><u>Reporting Guidelines</u> Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.</p>	
Reading /ELA	Math	Science	Social Studies
<p><u>Universal Reading Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p><i>Star Early Literacy</i> is a computer-adaptive assessment that can be completed without teacher assistance in about 10 minutes.</p> <p><u>Tejas Lee</u> Testing Windows: 9/19 – 9/23; 1/23 – 1/27; 4/30 – 5/11</p> <p><u>Sentence Dictation</u> Testing Window: 4/30 – 5/11 Results Due: 5/15</p>	<p><u>Universal Math Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p><i>STAR Math</i> is a computer-adaptive assessment that can be completed without teacher assistance in less than 15 minutes.</p>	NA	NA

Brazosport Independent School District

2011-2012 Calendar

First Grade

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29 - 9/16	Universal Math Screener
9/19-9/23	TPRI- As Needed
1/9 -1/20	Universal Math Screener
1/23-1/27	TPRI- As Needed
4/30 - 5/11	Universal Math Screener
5/2-5/11	Reading EOY CBA
5/2-5/11	Math EOY CBA
STAAR BENCHMARK ASSESSMENT	
STATE ASSESSMENT	
8/29 - 9/16	Universal Reading Screener
9/19 - 9/23	Tejas Lee
1/9 -1/20	Universal Reading Screener
1/23 -1/27	Tejas Lee
3/19-4/11	TELPAS
4/30 - 5/11	Universal Reading Screener
4/30 -5 /11	Tejas Lee
REPORTING PERIODS	
10/21/11	1 st Nine Weeks
1/13/12	2 nd Nine Weeks
3/9/12	3 rd Nine Weeks
5/24/12	4 th Nine Weeks



August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012

S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

First Grade

General Guidelines

The First Grade Reading and Math EOY CBA's are divided into two sections. The campus principal and testing coordinator will make a determination about how and when the two sections are to be administered within the district window. Please adhere to these criteria when administering the test.

- *Students are not allowed to return to a test section that has been turned in to the teacher for scoring.*
- *Voice inflection must be kept neutral during the reading of the passage, questions, and answer choices. Words that are boldfaced, italicized, or printed entirely in capital letters may be emphasized.*
- *Test questions may not be rephrased.*

TELPAS

Testing Window: 3/19 – 4/11

Fall Diagnostic:

Administered in September for All grades and subjects.

Guidelines for Students with Special Needs

Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:

- **P - Presentation Accommodations**
- **R - Response Accommodations**
- **S – Setting Accommodations**
- **T- Timing and Scheduling Accommodations**

Accommodations Manual Link:

http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793

Reporting Guidelines

Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.

Reading /ELA	Math	Science	Social Studies
<p><u>Universal Reading Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p><i>Star Early Literacy</i> and <i>STAR Reading</i> are computer- adaptive assessments that can be completed without teacher assistance in about 10 minutes.</p> <p><u>Tejas Lee</u> Testing Windows: 9/19 – 9/23; 1/23 – 1/27; 4/30 – 5/11</p> <p><u>Reading EOY CBA</u> Testing Window: 5/2 – 5/11 Results Due: 5/15</p> <p><u>Listening Comprehension Assessment</u></p> <ul style="list-style-type: none"> • <i>The teacher will read the title, passage, questions, and answer choices to the students during the Listening Comprehension Assessment.</i> <p><u>Silent Reading Comprehension Assessment</u></p> <ul style="list-style-type: none"> • <i>The teacher must read the title of the passage to all students on the 1st Grade Silent Reading Comprehension Assessment.</i> • <i>Students will read their own tests.</i> • <i>The teacher may not read any part of the passage, questions, or answer choices. No reading assistance may be provided to student.</i> 	<p><u>Universal Math Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p><i>STAR Math</i> is a computer-adaptive assessment that can be completed without teacher assistance in less than 15 minutes.</p> <p><u>Math EOY CBA</u> Testing Window: 5/2 – 5/11 Results Due: 5/15</p> <p>Each question may be read as many times as necessary to all first grade students.</p> <p>Reading assistance may not be provided for the answer choices.</p>	NA	NA

Brazosport Independent School District

2011-2012 Calendar

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Second Grade

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29 -9/16	Universal Math Screener
9/19 -9/23	TPRI- As Needed
1/9 -1/20	Universal Math Screener
1/23 -1/27	TPRI- As Needed
3/19 - 3/30	Writing EOY CBA
4/9 -4/12	Science EOY CBA
4/30 - 5/11	Universal Math Screener
5/2-5/11	Reading EOY CBA
5/2-5/11	Math EOY CBA
STAAR BENCHMARK ASSESSMENT	
STATE ASSESSMENT	
8/29 -9/16	Universal Reading Screener
9/19-9/23	Tejas Lee
1/9 -1/20	Universal Reading Screener
1/23 -1/27	Tejas Lee
3/19-4/11	TELPAS
4/30 - 5/11	Universal Reading Screener
4/30 - 5/11	Tejas Lee
REPORTING PERIODS	
10/21/11	1 st Nine Weeks
1/13/12	2 nd Nine Weeks
3/9/12	3 rd Nine Weeks
5/24/12	4 th Nine Weeks

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				





District Benchmark Assessment Administration Guidelines 2011-2012

Second Grade			
<p><u>General Guidelines</u> The Second Grade Reading and Math EOY CBA's are divided into two sections. The campus principal and testing coordinator will make a determination about how and when the two sections are to be administered within the district window. Please adhere to these criteria when administering the test.</p> <ul style="list-style-type: none"> Students are not allowed to return to a test section that has been turned in to the teacher for scoring. Voice inflection must be kept neutral during the reading of the passage, questions, and answer choices. Words that are boldfaced, italicized, or printed entirely in capital letters may be emphasized. Test questions may not be rephrased. <p>TELPAS Testing Window: 3/19 – 4/11</p> <p>Fall Diagnostic: Administered in September for All grades and subjects.</p>		<p><u>Guidelines for Students with Special Needs</u> <i>Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:</i></p> <ul style="list-style-type: none"> P - Presentation Accommodations R - Response Accommodations S – Setting Accommodations T- Timing and Scheduling Accommodations <p>Accommodations Manual Link: http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793</p> <p><u>Reporting Guidelines</u> <i>Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.</i></p>	
Reading /ELA	Math	Science	Social Studies
<p><u>Universal Reading Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p>STAR Reading is a computer- adaptive assessment that can be completed without teacher assistance in about 10 minutes.</p> <p><u>Tejas Lee</u> Testing Windows: 9/19 – 9/23; 1/23 – 1/27; 4/30 – 5/11</p> <p><u>Writing EOY CBA</u> Testing Window: 3/19 - 3/30 Results Due: 5/15</p> <p>Students will read their own tests. Reading assistance may be provided for a word or phrase in the passage, questions, and answer choices ONLY when requested by an individual student. No part of the test passage, questions, or answer choices may be rephrased. Teachers will grade the composition using holistic scoring.</p> <p><u>Reading EOY CBA</u> Testing Window: 5/2 – 5/11 Results Due: 5/15 The teacher may read the title of the passage to all students. Reading assistance may not be provided on any part of the passage, questions, or answer choices.</p>	<p><u>Universal Math Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p>STAR Math is a computer- adaptive assessment that can be completed without teacher assistance in less than 15 minutes.</p> <p><u>Math EOY CBA</u> Testing Window: 5/2 – 5/11 Results Due: 5/15</p> <p>Students will read their own tests. Reading assistance may be provided on a mathematics question ONLY when requested by an individual student.</p> <p>Reading assistance may not be provided for the answer choices.</p>	<p><u>Science EOY CBA</u> Testing Window: 4/9 – 4/12 Results Due: 4/16</p> <p>Each question may be read as many times as necessary to all 2nd Grade students.</p> <p>Reading assistance may be provided for a word or phrase in the answer choices ONLY when requested by an individual student. (Answer choices may not be read to the entire class.)</p>	NA

Brazosport Independent School District

2011-2012 Calendar

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Third Grade	
ASSESSMENT CALENDAR	
DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29 - 9/16	Rdg Comprehension Screen
8/29 - 9/16	Universal Reading Screener
8/29 - 9/16	Universal Math Screener
11/14-11/17	Science Fall CBA
12/5-12/8	Math Fall CBA
1/9 -1/20	Universal Reading Screener
1/9 -1/20	Universal Math Screener
4/30 - 5/11	Universal Reading Screener
4/30 - 5/11	Universal Math Screener
5/2 - 5/9	Writing EOY CBA
5/9 -5/16	Science Spring CBA
5/9 -5/16	Social Studies EOY CBA
STAAR BENCHMARK ASSESSMENT	
1/23-1/26	Reading Benchmark
3/5 – 3/8	Math Benchmark
STATE ASSESSMENT	
3/19-4/11	Telpas
4/24	Math STAAR L
4/24	Math STAAR
4/25	Reading STAAR L
4/25	Reading STAAR
1/9- 4/20	STAAR ALT
Gifted & Talented	
10/1 – 10/31	OLSAT
REPORTING PERIODS	
10/21/11	1 st Nine Weeks
1/13/12	2 nd Nine Weeks
3/9/12	3 rd Nine Weeks
5/24/12	4 th Nine Weeks



February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

Third Grade

General Guidelines

Please adhere to these criteria when administering the test.

- Reading assistance **may** be provided for a **word or phrase** in the questions or answer choices **ONLY** when requested by an individual student for math, science social studies, and writing assessments.
- Reading assistance may not be provided on any part of the Reading Screener or STAAR Benchmark.
- Test questions may not be rephrased.

State Testing Dates

STAAR Alternate

Testing Window: 1/9 – 4/20

TELPAS

Testing Window: 3/19 – 4/11

Fall Diagnostic:

Administered in September for All grades and subjects.

Guidelines for Students with Special Needs

Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:

- **P - Presentation Accommodations**
- **R - Response Accommodations**
- **S – Setting Accommodations**
- **T- Timing and Scheduling Accommodations**

Accommodations Manual Link:

http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793

Reporting Guidelines

Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are **LEP EXEMPT** will not be aggregated with the general education students and will be used for instructional purposes only.

Reading /ELA	Math	Science	Social Studies
<p><u>Reading Comprehension Screener</u> Testing Window: 8/29 – 9/16 Results Due: 9/20</p> <p>Students will read their tests independently. Reading assistance may not be provided any part of the assessment.</p> <p><u>Universal Reading Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p>STAR Reading is a computer- adaptive assessment that can be completed without teacher assistance in about 10 minutes.</p> <p><u>Reading STAAR Benchmark</u> Testing Window: 1/23 – 1/26 Results Due: 1/30</p> <p>Students will read their tests independently. Reading assistance may not be provided any part of the assessment.</p> <p><u>Writing EOY CBA</u> Testing Window: 5/2 – 5/9 Results Due: 5/18</p> <p>Students will read their own tests. Teachers will use the TEA Holistic Scoring Rubric to grade the composition.</p>	<p><u>Universal Math Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p>STAR Math is a computer- adaptive assessment that can be completed without teacher assistance in less than 15 minutes.</p> <p><u>Math Fall CBA</u> Testing Window: 12/5 – 12/8 Results Due: 12/12</p> <p>Students will read their own tests.</p> <p>Students will be provided math reference materials.</p> <p><u>Math STAAR Benchmark</u> Testing Window: 3/5 – 3/8 Results Due: 3/19</p> <p>Students will read their own tests.</p> <p>Students will be provided math reference materials.</p>	<p><u>Science Fall CBA</u> Testing Window: 11/14 – 11/17 Results Due: 11/21</p> <p>Students will read their own tests.</p> <p><u>Science Spring EOY CBA</u> Testing Window: 5/9 – 5/16 Results Due: 5/18</p> <p>Students will read their own tests.</p>	<p><u>Social Studies EOY CBA</u> Testing Window: 5/9 - 5/16 Results Due: 5/18</p> <p>Students will read their own tests.</p>

OLSAT- Administered in October

Brazosport Independent School District

2011-2012 Calendar

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Fourth Grade	
ASSESSMENT CALENDAR	
DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29-9/16	Universal Reading Screener
8/29-9/16	Universal Math Screener
11/14 -11/17	Science Fall CBA
12/5 -12/8	Math Fall CBA
1/9 -1/20	Universal Reading Screener
1/9 -1/20	Universal Math Screener
4/30 - 5/11	Universal Reading Screener
4/30 - 5/11	Universal Math Screener
5/9 - 5/16	Science Spring CBA
5/9 - 5/16	Soc Stu EOY CBA
STAAR BENCHMARK ASSESSMENT	
11/29 -12/2	Writing Benchmark
1/23 -1/26	Reading Benchmark
3/5 - 3/8	Math Benchmark
STATE ASSESSMENT	
3/27-3/28	Writing STAAR
3/19-4/11	TELPAS
4/24	Math STAAR L
4/24	Math STAAR
4/25	Reading STAAR L
4/25	Reading STAAR
1/9 - 4/20	STAAR ALT
REPORTING PERIODS	
10/21/11	1 st Nine Weeks
1/13/12	2 nd Nine Weeks
3/9/12	3 rd Nine Weeks
5/24/12	4 th Nine Weeks



February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

<i>Fourth Grade</i>			
<p><u>General Guidelines</u></p> <p>Please adhere to these criteria when administering the test.</p> <ul style="list-style-type: none"> • Reading assistance may not be provided on any part of the fourth grade assessments. • Test questions may not be rephrased. <p><u>State Testing Dates</u> STAAR Alternate Testing Window: 1/9 – 4/20</p> <p>TELPAS Testing Window: 3/19 – 4/11</p> <p>Fall Diagnostic: Administered in September for All grades and subjects.</p>		<p><u>Guidelines for Students with Special Needs</u></p> <p><i>Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:</i></p> <ul style="list-style-type: none"> • P - Presentation Accommodations • R - Response Accommodations • S – Setting Accommodations • T- Timing and Scheduling Accommodations <p>Accommodations Manual Link: http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793</p> <p><u>Reporting Guidelines</u></p> <p><i>Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.</i></p>	
<i>Reading /ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<p><u>Universal Reading Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p><i>STAR Reading</i> is a computer-adaptive assessment that can be completed without teacher assistance in about 10 minutes.</p> <p><u>Writing STAAR Benchmark</u> Testing Window: 11/29 – 12/2 Results Due: 12/9</p> <p>The test administrator will not read the prompt to the entire class. However, the teacher may read the prompt if the student request it to be read individually.</p> <p><u>Reading STAAR Benchmark</u> Testing Window: 1/23 – 1/26 Results Due: 1/30</p> <p>Students will read their tests independently.</p>	<p><u>Universal Math Screener</u> Testing Windows: 8/29 – 9/16; 1/9 – 1/20; 4/30 – 5/11</p> <p><i>STAR Math</i> is a computer-adaptive assessment that can be completed without teacher assistance in less than 15 minutes.</p> <p><u>Math Fall CBA</u> Testing Window: 12/5 – 12/8 Results Due: 12/12</p> <p>Students will read their own tests.</p> <p>Students will be provided math reference materials.</p> <p><u>Math STAAR Benchmark</u> Testing Window: 3/5 – 3/8 Results Due: 2/7</p> <p>Students will read their own tests.</p> <p>Students will be provided math reference materials.</p>	<p><u>Science Fall CBA</u> Testing Window: 11/14 – 11/17 Results Due: 11/21</p> <p>Students will read their own tests.</p> <p><u>Science Spring CBA</u> Testing Window: 5/9 – 5/16 Results Due: 5/18</p> <p>Students will read their own tests.</p>	<p><u>Social Studies EOY CBA</u> Testing Window: 5/9 – 5/16 Results Due: 5/18</p> <p>Students will read their own tests.</p>

Brazosport Independent School District

2011-2012 Calendar

Fifth Grade

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29-9/27	MSTAR Screener
11/15 -11/18	Reading Fall CBA
11/15 -11/18	Math Fall CBA
12/6 -12/9	Science Fall CBA
12/6 -12/9	Soc Stu Fall CBA
1/3-1/31	MSTAR Screener
4/2-5/9	MSTAR Screener
5/8 - 5/11	Soc Stu Spring CBA
STAAR BENCHMARK ASSESSMENT	
1/31 – 2/3	Reading Benchmark
1/31 – 2/3	Math Benchmark
3/6 - 3/9	Science Benchmark
STATE ASSESSMENT	
3/19 - 4/11	TELPAS
3/27	Math STAAR L
3/27	Math STAAR
3/28	Reading STAAR L
3/28	Reading STAAR
4/26	Science STAAR
4/26	Science STAAR L
1/9 - 4/20	STAAR ALT
Gifted & Talented	
10/1 – 10/31	OLSAT
REPORTING PERIODS	
9/30/11	1 st Six Weeks
11/11/11	2 nd Six Weeks
1/13/12	3 rd Six Weeks
2/24/12	4 th Six Weeks
4/13/12	5 th Six Weeks
5/24/12	6 th Six Weeks



August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012

S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

<i>Fifth Grade</i>			
<u>General Guidelines</u> Please adhere to these criteria when administering the test. <ul style="list-style-type: none"> • Reading assistance may not be provided on any part of the fifth grade assessments. • Test questions may not be rephrased. <u>State Testing Dates</u> STAAR Alternate Testing Window: 1/9 – 4/20 TELPAS Testing Window: 3/19 – 4/11 Fall Diagnostic: Administered in September for All grades and subjects.		<u>Guidelines for Students with Special Needs</u> <i>Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:</i> <ul style="list-style-type: none"> • P - Presentation Accommodations • R - Response Accommodations • S – Setting Accommodations • T- Timing and Scheduling Accommodations Accommodations Manual Link: http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793 <u>Reporting Guidelines</u> <i>Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.</i>	
<i>Reading /ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<u>Reading Fall CBA</u> Testing Window: 11/15 – 11/18 Results: 11/22 <u>Reading STAAR Benchmark</u> Testing Window: 1/31 – 2/3 Results: 2/7	<u>MSTAR Screener</u> Testing Window: 8/29 - 9/27; 1/2 – 1/31; 4/2 - 5/9 <i>MSTAR is an algebra readiness screener that can be accessed through TMSDS at www.tmsds.org. The screener should be completed in 45 minutes or less.</i> <u>Math Fall CBA</u> Testing Window: 11/15 – 11/18 Results: 11/22 Students will be provided math reference materials. <u>Math STAAR Benchmark</u> Testing Window: 1/31 – 2/3 Results: 2/7 Students will be provided math reference materials.	<u>Science Fall CBA</u> Testing Window: 12/6 – 12/9 Results: 12/13 <u>Science STAAR Benchmark</u> Testing Window: 3/6 – 3/9 Results: 3/19	<u>Social Studies Fall CBA</u> Testing Window: 12/6 – 12/9 Results: 12/13 <u>Social Studies Spring CBA</u> Testing Window: 5/8 – 5/11 Results: 5/15
OLSAT- Administered in October			

Brazosport Independent School District

2011-2012 Calendar

Sixth Grade

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29-9/27	MSTAR Screener
9/19-9/23	Technology Assessment
11/15-11/18	Reading Fall CBA
11/15-11/18	Math Fall CBA
11/29-12/2	ELA Composition CBA
12/6-12/9	Science Fall CBA
12/6-12/9	Soc Stu Fall CBA
1/3-1/31	MSTAR Screener
4/2-5/9	MSTAR Screener
5/1-5/4	ELA Revising & Editing CBA
5/8-5/11	Science Spring CBA
5/8-5/11	Soc Stu Spring CBA
STAAR BENCHMARK ASSESSMENT	
2/7-2/10	Reading Benchmark
3/6-3/9	Math Benchmark
STATE ASSESSMENT	
3/19-4/11	TELPAS
4/24	Math- STAAR L
4/24	Math STAAR
4/25	Reading- STAAR L
4/25	Reading STAAR
1/9 - 4/20	STAAR ALT
REPORTING PERIODS	
09/30/11	1 st Six Weeks
11/11/11	2 nd Six Weeks
01/13/12	3 rd Six Weeks
02/24/12	4 th Six Weeks
04/13/12	5 th Six Weeks
05/24/12	6 th Six Weeks



August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012

S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6		8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 ED	26
27	28	29	30	31		

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

Sixth Grade

General Guidelines

Please adhere to these criteria when administering the test.

- Reading assistance may not be provided on any part of the sixth grade assessments.
- Test questions may not be rephrased.

State Testing Dates

STAAR Alternate

Testing Window: 1/9 – 4/20

TELPAS

Testing Window: 3/19 – 4/11

Fall Diagnostic:

Administered in September for All grades and subjects.

Guidelines for Students with Special Needs

Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:

- **P - Presentation Accommodations**
- **R - Response Accommodations**
- **S – Setting Accommodations**
- **T- Timing and Scheduling Accommodations**

Accommodations Manual Link:

http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793

Reporting Guidelines

Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.

<i>Reading /ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<p><u>Reading Fall CBA</u> Testing Window: 11/15 – 11/18 Results: 11/22</p> <p>Students will be provided a dictionary.</p> <p><u>Reading STAAR Benchmark</u> Testing Window: 2/7 – 2/10 Results: 2/14</p> <p>Students will be provided a dictionary.</p> <p><u>ELA Composition CBA</u> Testing Window: 11/29 – 12/2 Results: 12/9</p> <p>The writing prompt <i>may not</i> be read aloud. The writing composition will be scored using the TEA Holistic Scoring Rubric. Students will be provided a dictionary.</p> <p><u>ELA Revising /Editing CBA</u> Testing Window: 5/1 – 5/4 Results: 5/8</p> <p>Students will be provided a dictionary.</p>	<p><u>MSTAR Screener</u> Testing Window: 8/29 - 9/27; 1/2 – 1/31; 4/2 - 5/9</p> <p>MSTAR is an algebra readiness screener that can be accessed through TMSDS at www.tmsds.org. The screener should be completed in 45 minutes or less.</p> <p><u>Math Fall CBA</u> Testing Window: 11/15 – 11/18 Results: 11/22</p> <p>Students will be provided math reference materials.</p> <p><u>Math STAAR Benchmark</u> Testing Window: 3/6 – 3/9 Results: 3/19</p> <p>Students will be provided math reference materials.</p>	<p><u>Science Fall CBA</u> Testing Window: 12/6 – 12/9 Results: 12/13</p> <p><u>Science Spring CBA</u> Testing Window: 5/8 – 5/11 Results: 5/15</p>	<p><u>Social Studies Fall CBA</u> Testing Window: 12/6 – 12/9 Results: 12/13</p> <p><u>Social Studies Spring CBA</u> Testing Window: 5/8 – 5/11 Results: 5/15</p>
<p>** Technology Assessment Testing Window: 9/19 – 9/23 Results: 5/25</p>			

Brazosport Independent School District

2011-2012 Calendar

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Seventh Grade

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29-9/27	MSTAR Screener
9/26-10/7	Scholastic Reading Inventory
11/14-11/18	Reading Fall CBA
11/14-11/18	Math Fall CBA
12/5-12/9	Science Fall CBA
12/5-12/9	Soc Stu Fall CBA
12/5 - 12-16	Scholastic Reading Inventory
1/3-1/31	MSTAR Screener
2/20-3/2	Scholastic Reading Inventory
4/2-5/9	MSTAR Screener
5/8-5/11	Science Spring CBA
5/8-5/11	Soc Stu Spring CBA
4/30-5/10	Scholastic Reading Inventory

STAAR BENCHMARK ASSESSMENT	
11/30-12/2	Writing Benchmark
3/6-3/9	Reading Benchmark
3/6-3/9	Math Benchmark

STATE ASSESSMENT	
3/27-3/28	Writing STAAR
3/19 - 4/11	TELPAS
4/24	Math STAAR L
4/24	Math STAAR
4/25	Reading STAAR L
4/25	Reading STAAR
1/9- 4/20	STAAR ALT

REPORTING PERIODS	
09/30/11	1 st Six Weeks
11/11/11	2 nd Six Weeks
01/13/12	3 rd Six Weeks
02/24/12	4 th Six Weeks
04/13/12	5 th Six Weeks
05/24/12	6 th Six Weeks



February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

Seventh Grade

General Guidelines

Please adhere to these criteria when administering the test.

- Reading assistance may not be provided on any part of the seventh grade assessments.
- Test questions may not be rephrased.

State Testing Dates

STAAR Alternate

Testing Window: 1/9 – 4/20

TELPAS

Testing Window: 3/19 – 4/11

Fall Diagnostic:

Administered in September for All grades and subjects.

Guidelines for Students with Special Needs

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Accommodations should be consistently used in classroom instruction and can include changes in:

- **P - Presentation Accommodations**
- **R - Response Accommodations**
- **S – Setting Accommodations**
- **T- Timing and Scheduling Accommodations**

Accommodations Manual Link:

http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793

Reporting Guidelines

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<i>Reading /ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<p><u>Scholastic Reading Inventory</u> Testing Windows: 9/26 – 10/7 12/5 – 12/16 2/20 – 3/2 4/30 – 5/10</p> <p><u>Writing STAAR Benchmark</u> Testing Window: 11/30 – 12/2 Results: 12/9</p> <p>Students will be provided a dictionary.</p> <p><u>Reading Fall CBA</u> Testing Window: 11/14 – 11/18 Results: 11/22</p> <p>Students will be provided a dictionary.</p> <p><u>Reading STAAR Benchmark</u> Testing Window: 3/6 – 3/9 Results: 3/20</p> <p>Students will be provided a dictionary.</p>	<p><u>MSTAR Screener</u> Testing Window: 8/29 - 9/27; 1/3 – 1/31; 4/2 - 5/9</p> <p>MSTAR is an algebra readiness screener that can be accessed through TMSDS at www.tmsds.org. The screener should be completed in 45 minutes or less.</p> <p><u>Math Fall CBA</u> Testing Window: 11/14 – 11/18 Results: 11/22</p> <p>Students will be provided math reference materials.</p> <p><u>Math STAAR Benchmark</u> Testing Window: 3/6 – 3/9 Results: 3/19</p> <p>Students will be provided math reference materials.</p>	<p><u>Science Fall CBA</u> Testing Window: 12/5 – 12/9 Results: 12/13</p> <p><u>Science Spring CBA</u> Testing Window: 5/8 – 5/11 Results: 5/15</p>	<p><u>Social Studies Fall CBA</u> Testing Window: 12/5 – 12/9 Results: 12/13</p> <p><u>Social Studies Spring CBA</u> Testing Window: 5/8 – 5/11 Results: 5/15</p>

Brazosport Independent School District

2011-2012 Calendar

Eighth Grade

ASSESSMENT CALENDAR

DATE	ASSESSMENT
CURRICULUM BASED ASSESSMENT	
8/29-9/27	MSTAR Screener
9/26 -10/7	Scholastic Reading Inventory
11/14-11/18	ELA Fall CBA
11/14-11/18	Math/Algebra Fall CBA
12/5-12/9	Science Fall CBA
12/5-12/9	Soc Stu Fall CBA
12/5 - 12-16	Scholastic Reading Inventory
1/3-1/31	MSTAR Screener
2/20-3/2	Scholastic Reading Inventory
4/2-5/9	MSTAR Screener
4/30-5/10	Scholastic Reading Inventory
5/17-5/23	Technology Assessment
STAAR BENCHMARK ASSESSMENT	
2/7-2/10	Reading Benchmark
2/7-2/10	Math Benchmark
3/6-3/9	Algebra I Benchmark
3/6-3/9	Science Benchmark
3/6-3/9	Soc Stu Benchmark
STATE ASSESSMENT	
3/19 - 4/11	TELPAS
3/27	Math STAAR L
3/27	Math STAAR
3/28	Reading STAAR L
3/28	Reading STAAR
4/26	Science STAAR
4/26	Science STAAR L
4/27	Social Studies STAAR
1/9 - 4/20	STAAR ALT
END OF COURSE ASSESSMENT	
5/16-5/18	Algebra EOC
REPORTING PERIODS	
09/30/11	1 st Six Weeks
11/11/11	2 nd Six Weeks
01/13/12	3 rd Six Weeks
02/24/12	4 th Six Weeks
04/13/12	5 th Six Weeks
05/24/12	6 th Six Weeks



August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 ED	25 TP	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

<i>Eighth Grade</i>			
<u>General Guidelines</u> Please adhere to these criteria when administering the test. <ul style="list-style-type: none"> • Reading assistance may not be provided on any part of the eighth grade assessments. • Test questions may not be rephrased. <u>State Testing Dates</u> STAAR Alternate Testing Window: 1/9 – 4/20 TELPAS Testing Window: 3/19 – 4/11 Fall Diagnostic: Administered in September for All grades and subjects.		<u>Guidelines for Students with Special Needs</u> <i>Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:</i> <ul style="list-style-type: none"> • P - Presentation Accommodations • R - Response Accommodations • S – Setting Accommodations • T- Timing and Scheduling Accommodations Accommodations Manual Link: http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793 <u>Reporting Guidelines</u> <i>Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.</i>	
<i>Reading /ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
<u>Scholastic Reading Inventory</u> Testing Windows: 9/26 – 10/7 12/5 – 12/16 2/20 – 3/2 4/30 – 5/10 <u>ELA Fall CBA</u> Testing Window: 11/14 – 11/18 Results: 11/30 Students will be provided a dictionary. <u>Reading STAAR Benchmark</u> Testing Window: 2/7 – 2/10 Results: 2/14 Students will be provided a dictionary.	<u>MSTAR Screener</u> Testing Window: 8/29 - 9/27; 1/3 – 1/31; 4/2 - 5/9 <i>MSTAR is an algebra readiness screener that can be accessed through TMSDS at www.tmsds.org. The screener should be completed in 45 minutes or less.</i> <u>Math Fall CBA*</u> Testing Window: 11/14 – 11/18 Results: 11/22 <u>Algebra I Fall CBA**</u> Testing Window: 11/14 – 11/18 Results: 11/22 <u>Math STAAR Benchmark*</u> Testing Window: 2/7 – 2/10 Results: 2/14 <u>Algebra I STAAR Benchmark**</u> Testing Window: 3/6 – 3/9 Results: 3/19 <u>Algebra I EOC**</u> Testing Window: 5/16 – 5/18 Results: 6/8 * Students will be provided math reference materials. * *Students will be provided math reference materials and graphing calculator.	<u>Science Fall CBA</u> Testing Window: 12/5 – 12/9 Results: 12/13 <u>Science STAAR Benchmark</u> Testing Window: 3/6 – 3/9 Results: 3/19	<u>Social Studies Fall CBA</u> Testing Window: 12/5 – 12/9 Results: 12/13 <u>Social Studies STAAR Benchmark</u> Testing Window: 3/6 – 3/9 Results: 3/19
<u>Technology Assessment</u> Testing Window: 5/17 – 5/23; Results: 5/25			

Brazosport Independent School District

2011-2012 Calendar

High School

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 SD Comp	12 SD Comp	13
14	15 SD	16 SD	17 SD	18 TP	19 TP	20
21	22 CB	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 ED	23 H	24 H	25 H	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 ED	17
18	19 H	20 H	21 H	22 H	23 H	24
25	26 H	27 H	28 H	29 H	30 H	31

January 2012						
S	M	T	W	T	F	S
1	2 SD Comp	3	4	5	6	7
8	9	10	11	12	13	14
15	16 SD Comp	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ASSESSMENT CALENDAR	
CURRICULUM BASED ASSESSMENT	
9/26 - 10/7	Scholastic Reading Inventory
1/9-1/13	English I,II,III & IV Fall CBA
1/9-1/13	Math Fall CBA (Core 9 th -12 th)
1/9-1/13	Science Fall CBA (Core 9 th -12 th)
1/9-1/13	Soc Stu Fall CBA (Core 9 th -12 th)
1/17-1/27	Scholastic Reading Inventory
4/9-4/20	Scholastic Reading Inventory
TAKS/STAAR BENCHMARK ASSESSMENT	
12/7-12/9	English Benchmark (10 th -Exit)/9
2/7-2/10	Math Benchmark (10 th -Exit)
3/6 - 3/9	Algebra I /Geometry (9 th only)
2/7-2/10	Soc Stu Benchmark (10 th -Exit)/9
3/20-3/21 &	Science Benchmark (10 th -Exit)
4/2-4/5	Science Biology (9 TH)
STATE ASSESSMENT TAKS	
10/18	ELA Exit Level TAKS Retest
10/19	Math Exit Level TAKS Retest
10/20	Science Exit Level TAKS Retest
10/21	Soc Stu Exit Level TAKS Retest
3/5	Soc Stu Exit Level TAKS Retest
3/7	ELA TAKS (10 th , XL)
3/8	Math Exit Level TAKS Retest
3/9	Science Exit Level TAKS Retest
3/19-4/11	TELPAS
TBD	LAT Math TAKS
4/24	Math TAKS (10 th)
4/24	ELA TAKS/ Exit Level Retest
4/25	Exit Level Math TAKS/Retest
4/26	Science TAKS (10 th , XL, Retest)
TBD	LAT Science TAKS
4/27	Soc Studies TAKS (10 th , XL, Retest)
7/9-7/12	TAKS Exit Level Retest
1/9 - 4/20	STAAR ALT
STATE ASSESSMENT END OF COURSE	
3/26-3/27	English I
5/8	US History
5/8- 5/10	World Geography
5/11-5/15	Biology
5/16-5/18	Algebra I
5/16-5/18	Geometry
5/7-5/18	Physics
5/7-5/18	World History
5/7-5/18	Algebra II
5/7-5/18	Chemistry
7/9-7/13	STAAR EOC Retest
NATIONAL ASSESSMENT	
5/7-5/18	AP Testing

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 H	13 H	14 H	15 H	16 H	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6 H	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



District Benchmark Assessment Administration Guidelines 2011-2012

High School

High School			
<p><u>General Guidelines</u></p> <p>Students will read their tests independently on all assessments. Reading assistance may <i>not</i> be provided on any part of the assessment.</p> <p><u>State Testing Dates</u> STAAR Alternate Testing Window: 1/9 – 4/20</p> <p>TELPAS Testing Window: 3/19 – 4/11</p> <p>Fall Diagnostic: Administered in September for All grades and subjects.</p> <p><i>* Field Test if selected</i></p>		<p><u>Guidelines for Students with Special Needs</u> Accommodations are changes to materials or procedures that provide effective and equitable access to grade-level curriculum during instruction and testing. Accommodations should be consistently used in classroom instruction and can include changes in:</p> <ul style="list-style-type: none"> • P - Presentation Accommodations • R - Response Accommodations • S – Setting Accommodations • T- Timing and Scheduling Accommodations <p>Accommodations Manual Link: http://www.tea.state.tx.us/index3.aspx?id=3696&menu_id=793</p> <p><u>Reporting Guidelines</u> Documents for students taking modified tests will be scanned separately and will not be aggregated with the general education tests. Scores for students that are LEP EXEMPT will not be aggregated with the general education students and will be used for instructional purposes only.</p>	
Reading /ELA	Math	Science	Social Studies
<p>English I STAAR Benchmark Testing Window: 12/7-12/9 Results: 12/13</p> <p>English II & III TAKS Benchmark Testing Window: 12/7-12/9 Results: 12/13</p> <p>English I Fall CBA Testing Window: 1/9 – 1/13 Results: 1/20</p> <p>English II Fall CBA Testing Window: 1/9 – 1/13 Results: 1/20</p> <p>English III Fall CBA Testing Window: 1/9 – 1/13 Results: 1/20</p> <p>English IV Fall CBA Testing Window: 1/9 – 1/13 Results: 1/20</p> <p>Scholastic Reading Inventory (9th Grade: BPHS, BWHS 10th Grade: BPHS) Testing Windows: 9/2 –10/7; 1/17–1/27; 4/9–4/20</p> <p>For each test listed above: Students will be provided a dictionary.</p> <p>English I EOC Testing Window: 3/26 – 3/27</p> <p>* English III EOC Testing Window: 3/26 – 3/27</p> <p>* English II EOC Testing Window: 3/28 – 3/29</p>	<p>Algebra I Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Geometry Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Algebra II Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Pre-Calculus Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Math 10, XL TAKS Benchmark Testing Window: 2/7 – 2/10 Results: 2/14</p> <p>Alg. I & Geometry STAAR Benchmark Testing Window: 3/6 – 3/9 Results: 3/9</p> <p>For each test listed above: Students will be provided math reference materials and graphing calculator.</p> <p>Algebra I EOC Testing Window: 5/16 – 5/18</p> <p>Geometry EOC Testing Window: 5/16 – 5/18</p> <p>* Algebra II EOC Testing Window: 5/7 – 5/18</p>	<p>Biology Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>IPC Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Chemistry Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Physics Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Science 10, XL TAKS Benchmark Testing Window: 3/20 – 3/ 21 Results: 3/23</p> <p>Biology STAAR Benchmark Testing Window: 4/2 – 4//5 Results: 4/10</p> <p>Biology: There must be one four function, scientific or graphing calculator for every 5 students.</p> <p>Chemistry and Physics: Each student will be provided science reference materials. There must be one scientific or graphing calculator for every student.</p> <p>Biology EOC Testing Window: 5/11, 5/14 – 5/15</p> <p>*Physics EOC Testing Window: 5/7 – 5/18</p> <p>*Chemistry EOC Testing Window: 5/7 – 5/18</p>	<p>World Geography Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>World History Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>US History Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Government Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>Economics Fall CBA Testing Window: 1/9 – 1/13 Results: 1/17</p> <p>World Geography STAAR Benchmark Testing Window: 2/7 -2/10 Results: 2/14</p> <p>Social Studies 10, XL TAKS Benchmark Testing Window: 2/7 -2/10 Results: 2/14</p> <p>World Geography EOC Testing Window: 5/8 – 5/10</p> <p>*US History EOC Testing Window: 5/7 – 5/18</p> <p>*World History EOC Testing Window: 5/7 – 5/18</p>
<p>AP Exams Testing Window: 5/7 – 5/18</p>	<p>AP Exams Testing Window: 5/7 – 5/18</p>	<p>AP Exams Testing Window: 5/7 – 5/18</p>	<p>AP Exams Testing Window: 5/7 – 5/18</p>



Brazosport Independent School District

Testing Procedures for ALL District Benchmark Assessments 2011-2012

BISD testing procedures are based on those described in the TAKS / STAAR Coordinator's Testing Manual. These procedures describe methods for conducting test sessions under the best possible conditions. By following the procedures outlined below, you ensure the security and confidential integrity of the testing program and the equitable evaluation of all BISD students.

- **The District Assessments (including EOY's) and their answer keys are secure documents and are not to be copied. These assessments should not be distributed on campus until the morning of the testing date, and at no time should file copies of the assessment be kept. Additionally, please do not send any portion of the test home with the students.**
- Students must complete all test work in the test booklet – no scratch paper is permitted.
- No verbal or non-verbal hints may be provided to the students.
- Some students may finish a test earlier than others. After you have collected a student's testing materials, he or she may quietly read a book.
- The testing room should be quiet, well lighted, well ventilated, and comfortable.
- Adequate space between students must be provided to ensure that students are not influenced by their neighbors' answers.
- Students must remain seated and are not allowed to talk to each other while test booklets are open.
- A "Testing – Do Not Disturb" sign should be posted outside the testing room.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed.
- A test administrator must be present in the testing room at all times.



- Alternate Assessments are for students receiving special education services who meet participation requirements for alternate assessments. These assessments cover the same grade-level TEKS as STAAR, but have been changed in format and test design. These changes include larger font, fewer test items and answer choices, simplified sentence structure and vocabulary, deletion of extraneous information, and reduced complexity of graphics.
- Since the test is not timed, each student must be allowed to have as much time as necessary to respond to every test item. However, the BISD District Assessments are not designed to require more time than the students' regular school day.
- Do not answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, *"I can't answer that for you; just do the best you can."* Do not rephrase questions for students or add information.
- Breaks: If the entire class takes a break, students must not discuss the contents of the test and test booklets must be closed.
- Lunch: If testing continues into the lunch period, allow your students to break for lunch as determined by your campus. Students must be kept together as a group and monitored to ensure that they do not discuss the content of the test. Be sure that the test booklets are closed and secure before leaving the testing room.
- Following the administration of the assessment, test booklets may be utilized for instructional purposes for up to 10 days. After this time, the CTC should ensure that test covers are separated from test booklets and all materials disposed of properly.

***Note:**

For the administration of district benchmark assessments please utilize the state supplied test administrator manuals for guidance and to provide instructions to the students.



State of Texas Assessments of Academic Readiness (STAAR™) Griddable Items for Science and Mathematics

For the general science and mathematics assessments, the STAAR program will use a type of open-ended question known as a griddable item. The purpose of griddable items is to provide students opportunities to derive answers independently without being influenced by answer choices provided with the questions. Most science and mathematics assessments will include 3 to 5 griddable items.

Griddable Items for STAAR Grades 3–8 Assessments

- The correct answer will be a positive number.
- The answer grids include a fixed decimal point with the exception of grade 3, which does not have a decimal point.
- Students must enter their answer in the correct columns with respect to the fixed decimal point.
- Students must enter their answer in the boxes and then fill in the corresponding bubbles.
- Students do not have to use all the boxes.
- Extra zeros may be filled in (either before or after the answer) as long as their placement does not affect the value of the answer.

Grade 3 Assessment

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Grades 4–5 Assessments

0	0	0	.		
1	1	1			
2	2	2			
3	3	3			
4	4	4			
5	5	5			
6	6	6			
7	7	7			
8	8	8			
9	9	9			

Grades 6–8 Assessments

0	0	0	0	.			
1	1	1	1				
2	2	2	2				
3	3	3	3				
4	4	4	4				
5	5	5	5				
6	6	6	6				
7	7	7	7				
8	8	8	8				
9	9	9	9				

Griddable Items for STAAR EOC Assessments

- The correct answer can be a positive or a negative number. If the answer is a negative number, students must enter a negative sign. If no sign is marked, the answer will default to a positive number.
- The answer grid includes a floating decimal point. If the answer is a decimal number, students must enter a decimal point.
- Students must enter their answer in the boxes (paper and online) and then fill in the corresponding bubbles (paper only).
- Students do not have to use all the boxes and can place their answer in any set of consecutive boxes.
- Extra zeros may be filled in (either before or after the answer) as long as their placement does not affect the value of the answer.

End-of-Course Assessments

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9
.
+	+	+	+	+	+	+	+
-	-	-	-	-	-	-	-

Texas Education Agency
Student Assessment Division
Fall 2010



Glossary

Accommodations Changes in the way assessments are administered so that students with disabilities and English Language Learners can be included in the assessment. Assessment accommodations might include Braille forms for blind students or tests in native languages for students whose primary language is other than English.

Alignment The process of linking content and performance standards to assessment, instruction, and learning in classrooms. One typical alignment strategy is the step-by-step development of (a) content standards, (b) performance standards, (c) assessments, and (d) instruction for classroom learning. Ideally, each step is informed by the previous step or steps, and the sequential process is represented as follows:

Content Standards - Performance Standards - Assessments - Instruction for Learning

In practice, the steps of the alignment process will overlap. The crucial question is whether classroom teaching and learning activities support the standards and assessments. System alignment also includes the link between other school, district, and state resources.

Alignment supports the goals of the standards, i.e., whether professional development priorities and instructional materials are linked to what is necessary to achieve the standards.

Alternate Assessment Alternate assessments are used to evaluate the performance of students who are unable to participate in general state assessments even with accommodations. Alternate assessments provide a mechanism for students with the most significant cognitive disabilities, and for other students with disabilities who may need alternate ways to access assessments, to be included in an educational accountability system.

Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what a state determines is a high expectation for these students.

Alternate Assessment Based on Modified Academic Achievement Standards (AA-MAS) for students with disabilities who are working on grade-level content that is covered on the general assessment but whose disabilities may result in their needing more time to master the content. These assessments measure a student's mastery of grade-level content, but are less difficult than grade-level achievement standards.



Alternate Assessments Based on Grade-level Achievement Standards (AA-GLAS) for students with disabilities who need testing formats or procedures that are not included in the general assessment or not addressed with use of accommodations. These assessments include the same grade-level content as the general assessment and describe achievement in the same way as the general assessment.

The primary purpose for alternate assessments in state assessment systems is to increase the capacity of large-scale accountability systems to create information about how a school, district, or state is doing in terms of overall student performance. Gathering data on the performance of students through alternate assessments requires rethinking traditional assessment methods. An alternate assessment is neither a traditional large-scale assessment nor an individualized diagnostic assessment. For students with disabilities, alternate assessments can be administered to students who differ greatly in their ability to respond to stimuli, solve problems, and provide responses.

Analytic Scoring Evaluating student work across multiple dimensions of performance rather than from an overall impression (holistic scoring). In analytic scoring, individual scores for each dimension are scored and reported. For example, analytic scoring of a history essay might include scores of the following dimensions: use of prior knowledge, application of principles, use of original source material to support a point of view, and composition. An overall impression of quality may be included in analytic scoring.

AWARE An application that is part of Eduphoria that allows administrators and teachers the ability to view TAKS and benchmark data, student inventories, as well as any other test data the district has uploaded. The administrator and teacher will be able to view the test data in the following views: district, campus, classroom, and individual student. This application in Eduphoria will help facilitate data analysis in order to impact classroom instruction and student performance.

Benchmark Specific knowledge and skills anchored to content standards that a student needs to accomplish by a specific grade or grade span. A detailed description of a specific level of student performance expected of students at particular ages, grades, or development levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as “checkpoints” to monitor progress toward meeting performance goals within and across grade levels.

Blueprint A test blueprint, also known as test specifications, consists of a matrix, or chart, representing the number of questions in a test within each topic and level of objective. The blueprint identifies the objectives and skills that are to be tested and the relative weight on the test given to each. The blueprint ensures that each topic as well as level of objective is included in each test.



Classroom Assessment An assessment developed, administered, and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a topic. Classroom assessments may be aligned into an assessment system that includes alternative assessments and either a norm-referenced or criterion-referenced assessment. Ideally, the results of a classroom assessment are used to inform and influence instruction that helps students reach high standards.

Content Standards Broadly stated expectations of what students should know and be able to do. Content standards define for teachers, schools, students, and the community not only the expected student skills and knowledge, but what schools should teach.

Criteria Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific. Scoring rubrics are based on criteria and define what the criteria mean and how they are used.

Criterion-Referenced Assessment An assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather than just telling how their performance compares to a norm group of students nationally or locally. In criterion-referenced assessments, it is possible that none, or all, of the examinees will reach a particular goal or performance standard.

Curriculum Based Assessment An assessment developed in collaboration with curriculum leadership teams and the district assessment department, with the purpose of evaluating individual or classroom student performance based on the district scope and sequence and curriculum pacing calendar. Curriculum based assessments may be aligned into an assessment system that includes alternative assessments and either a norm-referenced or criterion-referenced assessment. Ideally, the results of a curriculum base assessment are used to inform and influence instruction that helps students reach mastery of the TEKS of that particular course, subject, or grade level.

Dimensions Desired knowledge or skills measured in an assessment and usually represented in a scoring rubric. For example, a measurement of student teamwork skills on a performance assessment might include 6 dimensions: adaptability (recognizing problems and responding appropriately), coordination (organizing team activities to complete a task on time), decision making (using available information to make decisions), interpersonal (interacting cooperatively with other team members), leadership (providing direction for the team), and communication (clearly and accurately exchanging information between team members).



District-wide assessments Large-scale achievement or performance measures. At least one district-wide assessment shall allow for the following: the comparison of the same group of students over time as they progress through the grades or the cross-sectional comparison of students at the same grades over multiple years.

Eduphoria A complete web-based application suite that includes: Aware, Forethought, Formspace, PDAS 2010, and Workshop. These applications can be used to access TAKS and benchmark test data, create test, access TEKS and curriculum, track PDAS progress, and manage professional development courses and hours.

Equity is the concern for fairness, i.e., that assessments are free from bias or favoritism. An assessment that is fair enables all children to show what they can do. At minimum, all assessments should be reviewed for (a) stereotypes, (b) situations that may favor one culture over another, (c) excessive language demands that prevent some students from showing their knowledge, and (d) the potential of the assessments to include students with disabilities or English Language Learners.

Evaluation When used for most educational settings, evaluation means to measure, compare, and judge the quality of student work, schools, or a specific educational program.

Holistic Scoring Evaluating student work in which the score is based on an overall impression of student performance rather than multiple dimensions of performance (analytic scoring).

Indicators Information about the general status, quality, or performance of an educational system.

Item An individual question or exercise in an assessment or evaluative instrument.

Norm-Referenced Assessment An assessment where student performance or performances are compared to a larger group. Usually the larger group or “norm group” is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

On-Demand Assessment An assessment that takes place at a predetermined time and place, usually under uniform conditions for all students being assessed. The ACT, district assessments, and most in-class unit tests and final exams are examples of on-demand assessments.

Opportunity to Learn To provide students with the teachers, materials, facilities, and instructional experiences that will enable them to achieve high standards. Opportunity to



learn (OTL) is what takes place in classrooms that enables students to acquire the knowledge and skills that are expected. OTL can include what is taught, how it is taught, by whom, and with what resources.

Performance Assessment An assessment that requires students to generate a response to a question rather than choose from a set of responses provided to them. Exhibitions, investigations, demonstrations, written or oral responses, journals, and portfolios are examples of the assessment alternatives we think of when we use the term “alternative assessment.” Ideally, alternative assessment requires students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems. Alternative assessments are usually one key element of an assessment system.

Performance Levels The federal Elementary and Secondary Education Act (ESEA) requires that at least three levels of performance be established that identify what students must do to demonstrate proficiency at a specific level on the content standards. At least two of those three levels shall describe what all students ought to know or be able to do if their achievement or performance is deemed proficient or advanced. The third level shall describe students who are not yet performing at the proficient level. A school or school district may establish more than three performance levels that include all students for district-wide or other assessments.

Proficient Characterizes student performance related to content standards at a level that is acceptable by the school or school district.

Portfolio Assessment A portfolio is collection of work, usually drawn from students' classroom work. A portfolio becomes a portfolio assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning.

Rater A person who evaluates or judges student performance on an assessment against specific criteria.

Rater Training The process of educating raters to evaluate student work and produce dependable scores. Typically, this process uses anchors to acquaint raters with criteria and scoring rubrics. Open discussions between raters and the trainer help to clarify scoring criteria and performance standards, and provide opportunities for raters to practice applying the rubric to student work. Rater training often includes an assessment of rater reliability that raters must pass in order to score actual student work.



Reliability The degree to which the results of an assessment are dependable and consistently measure particular student knowledge and/or skills. Reliability is an indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing. Thus, reliability may be expressed as (a) the relationship between test items intended to measure the same skill or knowledge (item reliability), (b) the relationship between two administrations of the same test to the same student or students (test/retest reliability), or (c) the degree of agreement between two or more raters (rater reliability). An unreliable assessment cannot be valid.

Scale Values given to student performance. Scales may be applied to individual items or performances, for example, checklists, i.e., yes or no; numerical, i.e., 1-6; or descriptive, i.e., the *Assessment Plan* Appendix B *Solon Community School District* page 12 2000/2001 student presented multiple points of view to support her essay. Scaled scores occur when participants' responses to any number of items are combined and used to establish and place students on a single scale of performance.

Standardization A consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups.

Standards The broadest of a family of terms referring to statements of expectations for student learning, including content standards, performance standards, and benchmarks.

TAKS Benchmark An assessment developed in collaboration with curriculum leadership teams and the district assessment department, with the purpose of evaluating the objectives measured on the TAKS assessment and the Texas Essential Knowledge and Skills (TEKS) student expectation. The objectives, which are the reporting units for each test, are consistent from year to year. However, since not all student expectations are tested each year, the specific student expectations tested may vary from one test administration to another. Some student expectations will be included each year, while others will not. The student expectations selected for a test are representative of the range of content and difficulty eligible for each objective being assessed. Some items could possibly have been classified under more than one student expectation; in such cases, leadership committee members helped district staff reach consensus on the best alignment of an item.

Task An activity, exercise, or question requiring students to solve a specific problem or demonstrate knowledge of specific topics or processes.



Validity The extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair. An assessment cannot be valid if it is not reliable.



Alphabet Soup

AAR	Academic Achievement Record
ACT	American College Testing- ACT Testing
AD	Attention-Deficit
ADA	Adjusted Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention-Deficit Hyperactivity Disorder
AEC	Alternative Education Campus
AEIS	Academic Excellence Indicator System
AIP	Accelerated Instruction Plan
AMI	Accelerated Math Instruction
AP	Advanced Placement
ARD	Admission, Review, and Dismissal
ARI	Accelerated Reading Instruction
AT	At-Risk
AU	Academically Unacceptable
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
CBA	Curriculum Based Assessment
CIP	Continuous Improvement Plan



CTC	Campus Testing Coordinator
CTE	Career & Technology Education
DAEP	Discipline Alternative Education Program
DBA	Dyslexia Bundled Accommodations
DIP	District Improvement Plan
DTC	District Testing Coordinator
ELA	English Language Arts
ELL	English Language Learner
EOC/EOY	End of Course/ End of Year
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Educational Rights and Privacy Act
GED	General Educational Development
GPA	Grade Point Average
GPC	Grade Placement Committee
HSEP	High School Equivalency Program
IAP	Individual Academic Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan



JJAEP	Juvenile Justice Alternative Education Program
LAT	Linguistically Accommodated Test
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LOTE	Language Other Than English
LPAC	Language Proficiency Assessment Program
LRE	Least Restrictive Environment
LSG	Language Simplification Guide
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind
OER	Open-Ended Response
OEYP	Optional Extended Year Program
OLSAT	Otis-Lennon School Ability Test
PDAS	Professional Development and Appraisal System
PEIMS	Public Education Information Management System
PGP	Personal Graduation Plan
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
RTI	Response to Intervention
SAT	Scholastic Aptitude Test and Scholastic Assessment Test
SBEC	State Board for Education Certificate
SBOE	State Board of Education



SEM	Standard Errors of Measurement
SIOP	Sheltered Instruction Observational Protocol
SSI	Student Success In tentative
STAAR	State of Texas Assessment of Academic Readiness
STAR	Schools, Teachers, Administrators and Regions Grant
TA	Test Administrator
TAC	Texas Administrative Code
TAKS	Texas Assessment of Knowledge and Skills
TAKS ACC	Texas Assessment of Knowledge and Skills - Accommodated
TAKS ALT	Texas Assessment of Knowledge and Skills- Alternate
TAKS M	Texas Assessment of Knowledge and Skills – Modified
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
THEA	Texas Higher Education Assessment
TPM	Texas Projection Measure
TPRI	Texas Primary Reading Inventory
TRS	Texas Retirement System
UIL	University Interscholastic League
XLR	Exit Level Retest





Brazosport Independent School District



Assessment Services

Local Assessment Oath for Test Administrators

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the **BISD Local Assessment Program** as outlined in the **Comprehensive Assessment Plan**. Initial and date each statement below and sign in *Section I* BEFORE handling any secure test materials.

Initials

Date

___/___/___

I have received training on the BISD Local Assessment Program outlined in the Comprehensive Assessment Plan.

___/___/___

I have read and understand the **Testing Procedures, Test Administration Directions**, and **Grade Level Guidelines** governing each BISD Local Test Administration, and I understand my roles and responsibilities concerning each BISD Local Test Administration.

Section I: For All Test Administrators

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20____.

Signature of Test Administrator

Printed Name of Test Administrator

Campus Name

AFTER all testing for the school year has been concluded, sign and date the applicable statements below and return oath to the campus coordinator. All individuals who administered a district assessment must complete *Section 2*.

Section II: For All Test Administrators

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the **BISD Local Assessment Program** and that I have maintained test security and confidentiality with a high level of integrity and ethical standards. I have not made copies in part or whole of any BISD Local Assessments or test keys. I have properly destroyed or turned in all BISD Local Assessments or test keys to the campus testing coordinator.

Signature of Test Administrator

Date

***This Oath applies to local testing only and does not replace required oaths for state test administrations.**